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This volume contains evaluation reports for 1967-68 secondary-school activities in the Los Angeles Unified School District, funded under Title I of the Elementary and Secondary Education Act (ESEA). Included are all activities which continued through the school year or extended into the 1968 summer session. Some 32 activities were carried out in four major areas of learning: achievement, including reading and other communication skills; counseling, including attitude and self-image improvement; fine arts, including cultural enrichment through music and art; and instructional materials, including the development of new materials for pupils with special learning needs. (BP)

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EVALUATION REPORTS
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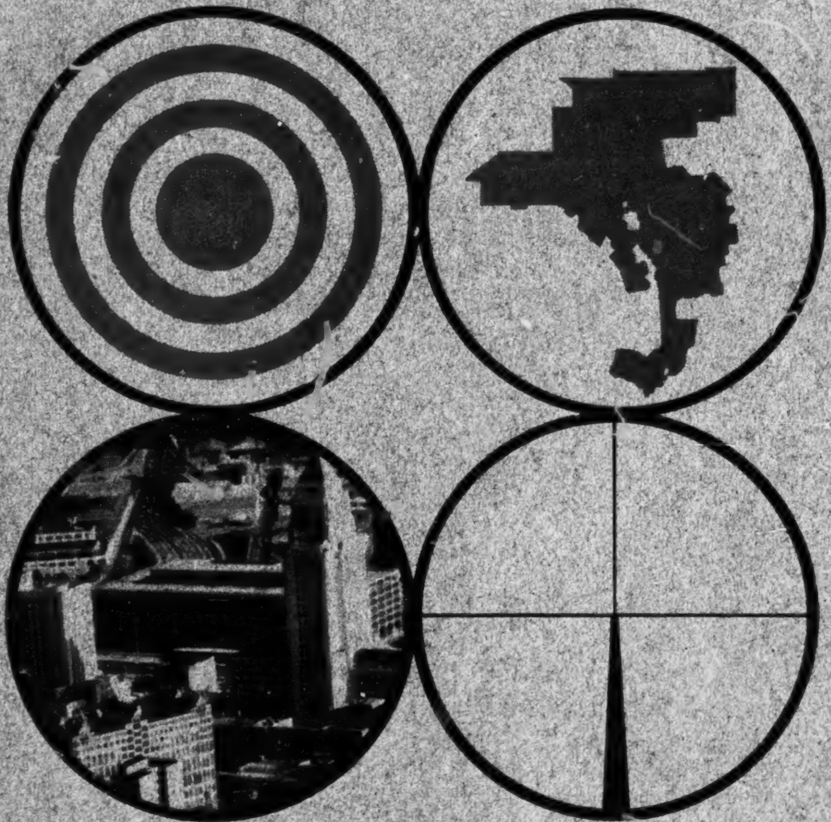

September 1967
through
August 1968

LOS ANGELES CITY SCHOOLS

CG 003 456

ED025800

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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LOS ANGELES UNIFIED SCHOOL DISTRICT

ESEA TITLE I COMPONENTS - EVALUATION REPORTS

DIVISION OF SECONDARY EDUCATION

Office of Research and Development

September 30, 1968

CG 003 456

FOREWORD

This volume contains evaluation reports for 1967-68 secondary-school activities funded under Title I of the Elementary and Secondary Education Act (ESEA). Included are all activities which continued through the school year or extended into the 1968 summer session.

Selected public and nonpublic secondary schools served pupils in 32 activities in four major areas of learning: achievement--reading and other communication skills; counseling--attitude and self-image improvement; fine arts--cultural enrichment through music and art; and instructional materials--development of new materials for pupils with special learning needs.

Among the more innovative activities were those that developed short stories, novelettes, and chapters in history for culturally disadvantaged teenagers who were poor readers. Human relations workshops promoted multicultural understandings among pupils and adults. The reading and counseling components continued their intensified remedial work begun in spring 1966.

As referenced in the Table of Contents, each activity has its own code number, for example, Group Counseling--109. Each activity's report follows a similar format, as outlined below:

- 1.00 Description
- 2.00 Objectives
- 3.00 Implementation
  - 3.10 Duration of Component and Number of Schools
  - 3.20 Pupils
  - 3.30 Nonpublic School Pupils
  - 3.40 Activities
    - 3.41 Staff Activities
    - 3.42 Pupil Activities
  - 3.50 Specialized Materials, Supplies, and Equipment
  - 3.60 Personnel and Logistical Problems
- 4.00 Evaluation
  - 4.10 Design
  - 4.20 Attainment of Objectives
    - 4.21 First Objective
    - 4.22 Second Objective
    - 4.23 Third Objective
  - 4.30 Outcomes
- 5.00 Conclusions
- 6.00 Recommendations

Under section 3.00 Implementation, any subsection not needed is omitted, but the numbering sequence is retained. Under section 4.20, data evaluating each objective are summarized and analyzed.

The evaluation design for each component will be found in addendum A. State guidelines for completing the annual report prescribe the phrasing of objectives. Addendum B contains number and grade levels of pupil participants, numbers of adults involved, and project cost. Supplemental data are included in Addendum C. Copies of nonstandardized instruments used for data collection are included at the end of this volume.

Elementary Education, Special Education and Supportive Services, and Summer Components for 1967-68 are reported separately in three volumes.

TABLE OF CONTENTS

Foreword ii

Component	Code	Page
Reading-Centered Instruction	101	1
College Capable	102	27
Education and Guidance Instruction	103	41
Teacher Clerical Assistants	104	54
Teacher Assistant Program	105	63
Instructional Materials Center	106	74
Student Achievement Center Counseling	107	85
Education and Guidance Counseling	108	111
Group Counseling	109	130
Exploratory Work Experience Education	110	153
Career Guidance	111	165
Dropout Guidance	112	173
Music	113	189
Artmobile	114	203
Appreciation and Recognition of Contributions of Cultural and Ethnic Strengths (ARC)	115	221
New Materials for Social Studies	116	233
Mathematics	117	245
Parent Education	118	251
Study Skills Center	119	262
Standard Oral English	121	270
New Literature for English Classes	122	288
Inservice Education	123	304
Evening Counseling	127	316

Component	Code	Page
Basic Reading	140	325
Corrective Reading	141	336
Standard Oral English	142	345
Reading Improvement	143	358
Developmental Reading	144	369
Social Studies	145	379
Science	146	391
Mathematics	147	410
Guidance and Counseling Services	148	421

Appendix

List of Standardized Tests

Non-standardized Evaluation Forms and Instruments

READING-CENTERED INSTRUCTION

Division of Secondary Education

1.00 DESCRIPTION

Reading-Centered Instruction (RCI) was provided in two types of classes. Reading improvement (RI), with 15 pupils per class, gave intensive remediation to poor readers of at least average ability; basic reading (BR), with 12 pupils per class, instructed poor readers of below-average ability.

Each pupil in the program took one class of remedial instruction. In addition, fundamental reading skills were applied and reinforced in two academic classes taught by reading-trained teachers.

2.00 OBJECTIVES

-To improve performance as measured by standardized achievement tests

-To improve classroom performance in reading beyond usual expectations

-To provide inservice education

-To identify specific strengths and weaknesses of the project

3.00 IMPLEMENTATION

3.10 Duration of Component and Number of Schools

This component was conducted from September 11, 1967 through June 14, 1968 in 12 junior and 12 senior Student Achievement Center (SAC) high schools. An additional senior high school joined the program in January 1968. A summer tutorial program was provided at 14 SAC secondary schools from July 8 to August 16, 1968.

3.20 Pupils

Pupils selected for placement were programmed as a group for at least three periods: in junior high, one period each of reading improvement or basic reading, social studies, and mathematics or science; in senior high, one period of reading improvement or basic reading, and any two-period combination of social studies, mathematics or science. The summer tutorial program was open to all pupils on a volunteer basis. Approximately 4000 pupils were involved in this component during the school year and summer extension.

3.40 Activities

3.41 Staff Activities

The reading center of each SAC school was staffed with its own instructional coordinator, counselor, and four teaching positions: two for BR and RI, and two for social studies, science or math. Two intermediate clerk-typists assisted this staff. In October 1967 two education aides were also assigned to each center.

Instructional coordinators attended nine inservice and informational meetings directed by Specially-Funded Program (SFP) consultants. Instructional coordinators also held periodic staff meetings and inservice education workshops for SAC teachers. A teacher advisory committee met during the fall semester to consider program guidelines and recommend program improvements.

Sixty junior and 60 senior high school reading-center teachers participated in a workshop which emphasized the application of reading skills in the teaching of mathematics, science, and social studies. Model demonstration classes were conducted in the 12 SAC junior high schools.

Summer tutorial staff at each school included teacher assistants, education aides, and an administrator.

3.42 Pupil Activities

Activities included individual tutoring based on a diagnosis of pupil needs, and discussions to develop listening and verbalization skills. Guided reading, independent unstructured reading, role-playing, and dramatics were also provided.

3.50 Specialized Materials, Supplies, and Equipment

Materials and supplies included publishers' workbooks, multi-level reading kits, reading-skill games, and charts. Audio-visual equipment included tape recorders, record players, tachistoscopic devices, overhead projectors, controlled readers, and filmstrip projectors. Classroom book collections were established to encourage habits of independent reading.

3.60 Personnel and Logistical Problems

A problem noted by consultants and principals alike at midyear was the large teacher turnover in disadvantaged area schools, necessitating more inservice education. The inservice program for reading-center teachers and coordinators was expanded to compensate for this.

The problems caused by discontinuance of the clerk-typist position in SAC schools (noted at midyear) were alleviated by reinstatement of the position during spring 1968.

Problem areas cited by administrators at midyear included poor methods of student recruitment, conflict with graduation requirements, and scarcity of reading material for mathematics, science, and social studies.

Some parents complained at midyear that insufficient homework was assigned.

4.00 EVALUATION

4.10 Design

Component objectives were evaluated according to the following variables: pupil scores on standardized reading tests; pupil attendance records and marks in subjects, work habits, and cooperation; ratings by inservice participants; administrator, teacher, and parent evaluation of component effectiveness.

The following instruments were employed to collect information on the variables:

-Gates-MacGinitie Reading Tests, Comprehension and Vocabulary, Forms D1M, E1M

-Form R&D 1, Pupil Personnel Information

-Forms 101G and 101H, Parent Questionnaire

-Form 101F, Inservice Workshop Evaluation

-Form 101I, Teacher Questionnaire

-Form 101L, Staff Questionnaire

-Form 101D, Midyear Administrative Evaluation

4.20 Attainment of Objectives

4.21 Objective: To improve performance as measured by standardized achievement tests.

All junior and senior high school RCI pupils were given the Reading Vocabulary (RV) and Reading Comprehension (RC) sections of the Gates-MacGinitie Reading Test, Form E1M, at the beginning and end of the school year.

Table A gives the pre-post means of the RV and RC raw scores and equivalent grade-placement scores for Mexican-American and Negro junior high pupils. The junior high comparison pupils were from randomly-selected non-ESEA reading classes. No senior high comparison data were available because none of the schools involved posttested their control classes, and the omission was detected too late for correction.

ESEA reading-centered classes were scheduled three periods daily for two semesters. Junior high comparison pupils attended a one-period reading class daily for two semesters; senior high comparison pupils attended a one-period reading class daily during the first semester and a regular English class during the second.

Grade placement gains for the junior high Mexican-American pupils were greater than for the Negro pupils. There was little difference in pupil gain between the three-period ESEA reading classes for Mexican-American pupils and those of the one-period comparison group.

Table B gives the same type of data for senior high pupils. Analysis shows gains for both Mexican-American groups (BR and RI). In vocabulary, BR classes gained by four months and RI by nine; and in comprehension, BR gained by 12 and RI by 15 months. Negro pupils made noticeably better gains in vocabulary, 29 months for the BR group and 25 for the RI; and in comprehension, both groups made gains of eight months. In terms of grade scores, senior high Mexican-American pupils made substantial progress in reading comprehension, as did Negro pupils in reading vocabulary.

When Mexican-American and Negro pupil test scores were combined, the pre-post gains were less than for Mexican-American pupils alone and greater than for Negro pupils alone (Tables I, J, K, Addendum C).

TABLE A

READING TEST MEAN AND GRADE SCORES FOR JUNIOR HIGH PUPILS, BY ETHNIC GROUP

Ethnic Group, Test, and Class	N	Pre Mean	Pre Grade Score	Post Mean	Post Grade Score
MEXICAN-AMERICAN					
Reading Vocabulary					
ESEA Basic Reading	126	7.11	3.4	11.22	4.4
ESEA Reading Improvement	9	12.11	4.6	14.80	5.4
Comparison Reading	38	9.18	3.9	13.16	4.9
Reading Comprehension					
ESEA Basic Reading	126	9.86	3.1	14.15	3.7
ESEA Reading Improvement	9	20.44	4.9	24.10	5.8
Comparison Reading	38	11.50	3.3	16.58	4.2
NEGRO					
Reading Vocabulary					
ESEA Basic Reading	87	11.38	4.5	13.04	4.9
ESEA Reading Improvement	82	13.56	5.1	15.47	5.7
Comparison Reading	38	9.18	3.9	13.16	4.9
Reading Comprehension					
ESEA Basic Reading	87	15.34	4.0	17.84	4.5
ESEA Reading Improvement	82	18.87	4.6	20.67	5.0
Comparison Reading	38	11.50	3.3	16.58	4.2

Table A is based on raw scores for Gates-MacGinitie Reading Test, Form E1M.

TABLE B

READING TEST MEAN AND GRADE SCORES FOR SENIOR HIGH PUPILS, BY ETHNIC GROUP

Ethnic Group, Test, and Class	N	Pre Mean	Pre Grade Score	Post Mean	Post Grade Score
MEXICAN-AMERICAN					
Reading Vocabulary					
ESEA Basic Reading	93	13.73	5.1	15.14	5.5
ESEA Reading Improvement	46	14.67	5.4	17.30	6.3
Reading Comprehension					
ESEA Basic Reading	93	18.76	4.6	24.20	5.8
ESEA Reading Improvement	46	21.09	5.1	27.63	6.6
NEGRO					
Reading Vocabulary					
ESEA Basic Reading	110	15.42	5.6	23.61	8.5
ESEA Reading Improvement	51	19.33	7.0	27.18	9.5
Reading Comprehension					
ESEA Basic Reading	110	24.14	5.8	27.61	6.6
ESEA Reading Improvement	51	33.35	7.8	36.88	8.6

Table B is based on raw scores for Gates-MacGinitie Reading Test, Form E1M.

4.22 Objective: To improve classroom performance in reading beyond usual expectations.

An analysis was made by ethnic group (Mexican-American and Negro) of junior and senior high pupil marks in subjects, work habits, and cooperation, and total days absent for the semester prior to entering the component and after one or two semesters in the component.

Table C shows that Mexican-American junior high pupils had a consistently lower pre-post grade-point average (GPA) and made smaller gains than did the Negro pupils. Both groups were similar in work habits and cooperation (low satisfactory). The Mexican-American absence record was greater than that of the Negro pupils.

The pattern for senior high pupils was similar to the junior high, except that grades tended to be about one-half a grade point higher and the absence rate a little lower (Table D).

When the scores of all SAC pupils were analyzed without ethnic considerations, pupils from schools with concentrated Negro and Mexican-American enrollments did not achieve as well as the combined SAC group (Tables N and O, Addendum C).

TABLE C

MEANS FOR ACHIEVEMENT, WORK HABITS, COOPERATION, AND DAYS ABSENT FOR RCI JUNIOR HIGH PUPILS

Ethnic Group and Item	No. of Semesters	N	Pre Mean	Post Mean	Correlation
MEXICAN-AMERICAN					
Subject Achievement					
	1	55	1.35	1.50	.45
	2	306	1.03	1.47**	.70
Work Habits					
	1	63	.69	.60**	.33
	2	376	.65	.63	.29
Cooperation					
	1	63	.52	.52	.13
	2	370	.59	.55*	.13
Days Absent					
	1	66	11.61	12.38	.60
	2	377	13.12	13.91*	.56
NEGRO					
Subject Achievement					
	1	117	1.61	2.27	.17
	2	299	1.08	1.58	.19
Work Habits					
	1	151	.70	.65	.38
	2	442	.63	.61	.25
Cooperation					
	1	151	.68	.52	.01
	2	432	.54	.55	.02
Days Absent					
	1	157	10.81	11.45**	.57
	2	447	11.82	12.58*	.56

Table C is based on Form R&D 1 from schools having 80% or higher of the ethnic group studied.

* Sig. at .01
** Sig. at .05

Grade point average based on: A=4, B=3, C=2, D=1, F=0
E=2, S=1, U=0

TABLE D

MEANS FOR ACHIEVEMENT, WORK HABITS, COOPERATION, AND DAYS ABSENT FOR RCI SENIOR HIGH PUPILS

Ethnic Group and Item	No. of Semesters	N	Pre Mean	Post Mean	Correlation
MEXICAN-AMERICAN					
Subject Achievement					
	1	30	1.79	2.03	.06
	2	144	1.84	2.36	.19
Work Habits					
	1	46	.81	.83	-.04
	2	221	.79	.71	.11
Cooperation					
	1	47	.60	.65	.09
	2	218	.58	.57	.01
Days Absent					
	1	48	10.00	10.71	.33
	2	227	11.08	11.29	.41
NEGRO					
Subject Achievement					
	1	188	1.67	2.72**	.10
	2	198	1.56	2.09	.24
Work Habits					
	1	241	.79	.78	.11
	2	313	.78	.74	.31
Cooperation					
	1	232	.60	.60	.07
	2	307	.58	.58	.18
Days Absent					
	1	251	9.43	10.37*	.45
	2	320	10.26	11.34*	.40

Table D is based on Form R&D 1 from schools having 80% or higher of the ethnic group studied.
Grade point average is based on: A=4, B=3, C=2, D=1, F=0
E=2, S=1, U=0

* Sig. at .01
** Sig. at .05

4.23 Objective: To provide inservice education.

During fall 1967, a workshop met for eight three-hour meetings to instruct teachers of mathematics, science, and social studies in teaching methods for subject-oriented reading. Teacher ratings of the inservice education are shown in Table E, Addendum C. All ratings were 2.8 or above on a four-point scale.

Two-thirds of the participants wrote that they most appreciated the sharing of varied methods and ideas and demonstration teaching involving new techniques. Also popular were the making of transparencies for the overhead projector and learning how to use projector and transparencies effectively. One-third of the respondents indicated that they would use many of the ideas and techniques learned at the workshop.

During the spring semester, a series of 16 one-hour workshops was held with SAC teachers investigating innovative methods for diagnosing and teaching SAC pupils. Due to their brevity, the separate sessions were not evaluated.

4.24 Objective: To identify specific strengths and weaknesses of the project.

Administrators, SAC staff members, and parents evaluated the effectiveness of the program.

A parent questionnaire was given to pupils for four RCI classes in each SAC school to take home to their parents and to return to their teachers. In addition, in two junior and two senior high schools the questionnaire was mailed home to parents with enclosed, pre-addressed, stamped envelopes for direct return to the Office of Research and Development. Table F, Addendum C, shows the combined responses obtained.

Although the differences are not shown in Table F, parental responses received by mail tended to be more positive than those returned by the pupil to the teacher. The percentage of optional parent comments received by mail was more than twice that of the pupil-carried forms; however, return rate was higher for pupil-carried forms. Parent comments generally praised the program, noting improved attitudes and study habits and expressing thanks for the teacher's efforts. Parent suggestions included the desire for more parent and teacher communication, more homework, and extension of the program through graduation.

Approximately 250 teacher questionnaires were distributed to the SAC RCI teachers. Of these, 85 junior and 53 senior high teachers returned the questionnaire. Sixty indicated they taught reading; 26 each, social studies and mathematics; and 20, science. Of the 139 respondents, 109 indicated that they had previously attended an ESEA reading workshop.

As indicated in Table G, Addendum C, they gave the highest ratings to the effectiveness of the SAC instructional coordinator, the SAC counselor, audio-visual equipment, and education aides. Their lowest ratings were for improvement in parent cooperation and pupil attendance, and for the effectiveness of pupil screening.

The high incidence of "Does not apply" tallies seems to indicate areas of teacher disagreement.

In written comments, teachers strongly urged (1) better recruitment and training procedures through more workshops, both prior to assignment and during it, (2) instruction in team teaching, and (3) opportunities to observe other RCI classes. They also recommended more parent involvement and cooperation, better curriculum planning, greater availability of materials, as well as more realistic pupil screening and achievement tests.

In a midyear evaluation, two-thirds of the administrators evaluated most features of the component favorably, especially the benefits of reading improvement. They noted increased pupil interest, decreased discipline problems, and carry-over achievement in other classes. They also praised the workshops for upgrading the reading teachers and noted the wealth of reading materials supplied as well as the assistance provided by education aides. It was urged that the program be expanded to accomodate more pupils and be extended for a longer period of time. Some administrators wanted better pupil recruitment methods and less conflict with graduation requirements.

A tutorial program was conducted in 14 secondary schools from 12:30 p.m. to 4:30 p.m. daily during summer school. The program was designed to give individual help to all summer school pupils. Personnel assigned to the project included 14 vice-principals (acting as individual school coordinators), 78 education aides, and 156 tutors.

Analysis of a staff questionnaire showed that the peak tutoring load occurred at 1:00 p.m., with approximately 800 pupils being served, and then tapered off to a low of about 150 pupils at 3:00 p.m. Each pupil volunteered himself for tutoring an average of 20 times, for an average of 75 minutes per pupil per tutoring period. Mathematics and reading were the two subjects most in demand for tutoring. When asked to indicate the best hours for tutoring for future programs, the staff selected 10:30 a.m. to 3:00 p.m. as first choice, with current hours as a second choice. Staff ratings of the program are shown in Table P, Addendum C.

4.25 Supplemental Data (See Tables H through O, Addendum C)

The Gates-MacGinitie Reading Tests, Surveys D and E, were given pre and post to pupils in predominately Mexican-American and Negro junior and senior high schools.

The results in Table H show that in junior high both ethnic groups had fewer pupils scoring below the floor of Survey D (grades 4, 5, 6) than of Survey E (grades 7, 8, 9). The mean raw scores in Survey D were approximately twice as high as those in Survey E. On the junior high level, no Mexican-American pupils and only five percent of the Negro pupils scored in the upper quartile.

In the senior high schools, both groups had raw scores in the upper quartile in Survey D, with only three percent scoring below the floor, while a reverse trend was noted for Survey E (Tables A and B).

Tables I and J are based on Gates-MacGinitie Reading Test scores for ESEA pupils without ethnic distinction (Tables A, B, and H).

In Table I the analysis of covariance of junior high pupil scores in RV indicates that differences between the groups are significant at the .01 level.

For RC the differences are significant at the .05 level. In Table J the covariance for senior high scores indicated that there were no significant differences in RV for the groups. However, the differences between the groups in RC are significant at the .05 level.

Junior high grade-level gains for RV and RC, as shown in Table I, were less than ten months growth, as was true for 1966-67. Table J shows that the changes in senior high grade placement were at or above the expected growth of ten months. The 1966-67 results were below this achievement.

Table K shows the comparison of RV, RC, and IQ stanines for junior and senior high Mexican-American and Negro pupils. From 76 to 92 percent of pupils had RV and RC stanines below their IQ stanines. All ESEA groups had RV stanines from 47 - 65 percent below RC stanines. Senior high pupil reading stanines were lower than those for junior high.

Table L shows the distribution of ESEA pupils by duration of enrollment.

Table M indicates the reasons commonly given by pupils for leaving the program. "Transferred to another school" was the most frequently-used reason.

Tables N and O analyze,without ethnic consideration, junior and senior high school pupil marks in subjects, work habits, and cooperation, and total days absent for all RCI pupils. When compared with last year's results, 1967-68 junior high pupils showed some improvement in subject achievement and work habits and mixed results in cooperation and days absent. The 1967-68 senior high pupils showed an increase in days absent, but other results were mixed. (See Tables C and D also.)

4.30 Outcomes

A comparison of IQ, RC, and RV stanines revealed that RCI pupils placed lower on RV than on RC, and lower on both RV and RC than on IQ. Mexican-American pupils consistently had a greater gap between IQ scores and those of RC and RV than did Negro pupils.

When Gates-MacGinitie Reading Test scores were analyzed without ethnic distinction, the scores were not as high as scores for Negro pupils alone, but higher than those for Mexican-American pupils alone.

As a result of using the Gates-MacGinitie Reading Tests, it was found that Survey D was more suitable for junior high RCI pupils and Survey E better suited to senior high. Senior high Negro pupils scored highest in vocabulary, while the Mexican-American pupils gained most in comprehension. At the junior high level, Mexican-American pupils tended to score higher than did Negro pupils.

Inspection of subject marks, work habits, cooperation, and days absent revealed that Mexican-American and Negro pupils from schools of high ethnic concentration did not achieve as well as SAC pupils in general, and that Mexican-American pupils had a lower GPA and higher absentee rate than did Negro pupils except for second semester Mexican-Americans.

Parents reaffirmed last year's approval of the program and urged its continuation.

RCI teachers gave highest ratings to effectiveness of SAC coordinators and counselors and lowest ratings to pupil screening and attendance.

Administrators approved the component, especially the reading improvement aspect.

The summer tutorial program was rated as moderately helpful to pupils.

5.00 CONCLUSIONS

In tested reading achievement, Negro pupils did better than did the total group, and Mexican-American pupils achieved below the total group.

RCI pupils had RC and RV stanines markedly below their IQ stanines, with RV lower than RC.

The results of testing with Gates-MacGinitie Reading Tests indicated that Survey D is better suited for junior high pupils and Survey E better for senior high.

The component evidently helped pupils improve in classroom performance.

The one-period reading comparison program was at least as effective as the three-period ESEA program in junior high.

6.00 RECOMMENDATIONS

Review availability of reading materials specifically designed for the Mexican-American pupil with consideration of language and cultural factors.

In line with component specifications and district elimination of midyear promotion, pupils should be scheduled into year-long classes.

Upgrade selection and training procedures for RCI teachers, especially subject teachers who need training in the teaching of reading. Include classroom observation of successful teachers in the training program.

Improve teacher-parent communication.

The education variables which helped senior high Negro pupils gain over two years' growth in reading achievement during one school year should be studied for applicability to other groups.

Study the merits of the one-period versus the three-period program. The findings reported above are actually side effects of the main evaluation. Particular attention might be given to ESEA classes which have reading-trained teachers versus those without such teachers.

ESEA Secondary Design #101

COMPONENT: Reading-Centered Instruction

OBJECTIVES	DEPENDENT VARIABLES	ASSESSMENT DEVICES	COMMENTS
To improve performance as measured by standardized achievement tests	Pupil scores on standardized reading tests	Gates-MacGinitie Reading Tests, Forms E1M & D1M	All pupils in SAC reading classes, pre and post on E1M; selected pupils at four schools, pre and post on D1M
To improve classroom performance in reading beyond usual expectations	Pupil marks in subjects, work habits, and cooperation; attendance record	Pupil Personnel Information (R&D1)	Gathered baseline data for all SAC reading pupils
To provide inservice education	Ratings by participants	Inservice Workshop Evaluation (101F)	At the completion of each inservice program
To identify specific strengths and weaknesses of the project	Ratings by administrators, teachers, and parents	Midyear Administrative Evaluation (101D) Teacher Questionnaire (101I) Parent Questionnaire (101G, 101H)	All administrators All personnel in component Random selection of parents
	Staff ratings	Staff Questionnaire (101L)	All staff evaluate summer tutorial program during last week

PROJECT NAME Reading-Centered Instruction **Code** 101

Beginning date 9-11-67 **Ending date** 8-16-68

Grade Level	PUPIL ENROLLMENT	
	Public	Nonpublic
Preschool		
K		
1		
2		
3		
4		
5		
6		
7	1,028	
8	782	
9	63	
10	1,588	
11	638	
12	11	
Ungraded		
TOTAL	4,110	

NUMBER OF ADULT PARTICIPANTS

School Personnel	361	(Includes summer extension)
Parents		
Community Personnel Plus Supportive Services	234	

PROJECT COST $ 1,858,605

TABLE E

SAC TEACHER RATINGS OF INSERVICE EDUCATION

ITEM	FREQUENCY Poor 1	 2	 3	 Good 4	MEDIAN
How do you rate the workshop in terms of:					
Participation of teachers?	4	10	26	45	3.6
How do you rate the workshop in terms of assistance in:					
Understanding the reading process?	7	17	41	25	3.0
Using informal diagnosis to assess the need for instruction in reading skills?	9	20	30	21	2.9
Learning how to teach word attack skills and vocabulary development?	5	15	29	39	3.3
Understanding causes of reading disabilities?	10	25	31	20	2.8
Developing a working knowledge of instructional materials?	2	13	30	40	3.4
Planning lessons which implement various reading skills?	2	10	40	31	3.2
Demonstration teaching by workshop participants?	6	6	33	38	3.4
Understanding how to informally evaluate the teaching of reading skills as applied to mathematics, science, or social studies?	7	16	39	21	2.9
How do you rate the value of the workshop in terms of assistance to you in developing techniques for teaching reading skills in:					
Mathematics?	0	0	6	18	3.8
Science?	1	3	8	9	3.3
Social Studies?	2	5	15	12	3.2

Table E is based on Form 101F.

Maximum N = 90

TABLE F

PARENT RESPONSE TO QUESTIONNAIRE

ITEM	YES	NO	NOT SURE
Do you feel that your child reads more at home this year?	62%	26%	12%
Have you noticed any improvement in your child's study habits this year?	74	18	8
Do you think your child has learned more this year?	78	10	12
Has your child's attitude changed toward school this year?	65	25	10
If your last answer was YES, was this change for the better?	80	9	11
Do you favor the continuation of this class?	86	6	8

Table F is based on Forms 101G and H.

N = 548

TABLE G

TEACHER QUESTIONNAIRE ABOUT READING-CENTERED INSTRUCTION

ITEM	FREQUENCY					MEDIAN
	Does not apply 0	Poor 1	2	3	Excellent 4	
Based on your experience in RCI, rate the effectiveness of these items on the 0-4 scale:						
Experimental materials	22	13	30	58	16	2.8
Experimental books	17	15	29	59	19	2.8
Multi-level materials for two semesters	40	16	26	36	21	2.7
Audio-visual equipment	3	2	17	54	63	3.4
Screening of pupils	1	23	45	49	21	2.5
Assistance offered by education aides	10	3	24	44	58	3.4
Assistance of SAC counselor	2	12	19	40	66	3.4
Assistance of SAC instructional coordinator	1	7	16	38	77	3.6
Rate the improvement noted in:						
Pupil attitude	2	11	30	79	17	2.9
Pupil discipline	3	12	42	59	23	2.7
Pupil attendance	2	20	53	51	13	2.4
Parent cooperation	19	17	53	44	6	2.3
Give your overall rating of the RCI program	2	3	26	81	27	3.0

Table G is based on Form 101I.

N = 139

TABLE H

COMPARISON OF SURVEYS D AND E OF THE GATES-MACGINITIE READING TESTS

Level	Group	N	Survey	VOCABULARY			COMPREHENSION		
				Average Score	% Below Floor Of Test	% in 4th Quartile	Average Score	% Below Floor Of Test	% in 4th Quartile
Junior	Mexican-American	40	D	14.4	10%	0%	5.2	65%	0%
High		40	E	4.7	65	0	3.9	70	0
	Negro	19	D	25.5	0	5	26.2	0	5
		19	E	12.9	10	0	15.6	0	0
Senior	Mexican-American	32	D	6.8	3	6	8.7	0	17
High		32	E	9.9	13	0	14.2	10	0
	Negro	30	D	23.2	0	3	27.6	3	13
		30	E	10.4	9	0	17.6	0	0

Table H is based on Gates-MacGinitie raw scores.

TABLE I

ANALYSIS OF COVARIANCE FOR JUNIOR HIGH SCHOOL PUPILS

Test and Group	N	Pre Mean		Post Mean		Adj. Post Mean
Gates-MacGinitie, Survey E						
Reading Vocabulary						
ESEA Basic Reading	402	9.12	(3.9)[a]	11.13	(4.4)[a]	11.59
ESEA Reading Improvement	57	13.45	(5.0)	15.49	(5.6)	14.02
Comparison Reading	21	11.02	(4.4)	13.98	(5.2)	13.59
			F(2,476) = 11.64**			
Reading Comprehension						
ESEA Basic Reading	402	11.83	(3.4)	14.97	(3.9)	16.13
ESEA Reading Improvement	57	13.84	(3.7)	18.66	(4.6)	18.36
Comparison Reading	21	19.07	(4.6)	21.05	(5.1)	16.97
			F(2,476) = 3.65*			

Table I is based on Gates-MacGinitie Survey E. *Sig. at .05 **Sig. at .01

[a] Approximate grade score (level).

TABLE J

ANALYSIS OF COVARIANCE FOR SENIOR HIGH SCHOOL PUPILS

Test and Group	N	Pre Mean		Post Mean		Adj. Post Mean
Gates-MacGinitie Survey E						
Reading Vocabulary						
ESEA Basic Reading	228	15.03	(5.5)[a]	18.57	(6.8)[a]	19.17
ESEA Reading Improvement	108	17.06	(6.2)	21.77	(7.8)	20.61
Comparison Reading	12	16.83	(6.1)	16.67	(6.1)	15.70
			F(2,344) = 1.99			
Reading Comprehension						
ESEA Basic Reading	228	22.07	(5.4)	25.31	(6.0)	26.53
ESEA Reading Improvement	108	21.58	(5.2)	25.92	(6.2)	27.49
Comparison Reading	12	27.41	(6.5)	31.57	(7.5)	28.84
			F(2,344) = 3.48*			

Table J is based on Gates-MacGinitie Survey E. * Sig. at .05

[a] Approximate grade score (level).

TABLE K

COMPARISON OF READING VOCABULARY (RV), READING COMPREHENSION (RC), and INTELLIGENCE (IQ) STANINES

Group and Level	PERCENTAGE		
	RV below IQ	RC below IQ	RV below RC
Mexican-American			
Junior High (N = 824)	81	76	57
Senior High (N = 358)	92	89	65
Negro			
Junior High (N = 826)	79	84	47
Senior High (N = 520)	86	85	53

Table K is based on Form R&D 1.

TABLE L

NUMBER OF PUPILS IN SAC READING CLASSES BY DURATION OF ENROLLMENT

GROUP AND ITEM	BASIC READING	READING IMPROVEMENT	TOTAL N
Junior High Pupils			
1. Less than 1 semester	1	23	24
2. One semester	149	502	651
3. More than 1 semester - less than 1 year	3	24	27
4. One year	256	591	847
5. One semester and continuing	138	412	550
6. Three semesters	0	15	15
Senior High Pupils			
1. Less than 1 semester	70	36	106
2. One semester	181	316	497
3. One semester and continuing	181	292	473
4. More than 1 semester - less than 1 year	15	28	43
5. One year	238	425	663
6. One year and continuing	16	39	55
7. Three semesters	17	15	32

Table L is based on Form R&D 1.

JH N = 2114
SH N = 1869

TABLE M

REASONS FOR LEAVING PROGRAM
(OTHER THAN NORMAL TERMINATION)

REASON	Junior High (N = 69)	Senior High (N = 131)
Transferred to another school	50%	72%
Moved out of district	16	8
Changed to regular classes	26	4
Dropouts	0	8
Social adjustment transfer	0	8
Placed in Education and Guidance	8	0

Table M is based on Form R&D 1.

TABLE N

MEANS FOR ACHIEVEMENT, WORK HABITS, COOPERATION, AND DAYS ABSENT FOR RCI JUNIOR HIGH PUPILS

Item	No. of Semesters	N	Pre Mean	Post Mean	Correlation
Subject Achievement					
	1	563	1.97	2.11**	.48
	2	716	2.04	2.20**	.44
Work Habits					
	1	553	1.10	1.16**	.48
	2	687	1.17	1.18	.24
Cooperation					
	1	560	1.26	1.27	.44
	2	716	1.27	1.30	.42
Days Absent					
	1	400	9.81	9.67	.48
	2	570	10.01	12.69**	.47

Table N is based on Form R&D 1.

**Sig. at .01

Grade point average is based on: A=4, B=3, C=2, D=1, F=0
E=2, S=1, U=0

TABLE O

MEANS FOR ACHIEVEMENT, WORK HABITS, COOPERATION, AND DAYS ABSENT FOR RCI SENIOR HIGH PUPILS

Item	No. of Semesters	N	Pre Mean	Post Mean	Correlation
Subject Achievement					
	1	268	1.70	1.83**	.50
	2	536	1.90	2.02**	.45
Work Habits					
	1	259	.98	1.07*	.38
	2	525	1.08	1.17**	.46
Cooperation					
	1	275	1.20	1.22	.48
	2	543	1.30	1.31	.50
Days Absent					
	1	172	10.09	12.47**	.47
	2	255	10.19	13.08**	.51

Table O is based on Form R&D 1. *Sig. at .05 **Sig. at .01

Grade point average is based on: A=4, B=3, C=2, D=1, F=0
E=2, S=1, U=0

TABLE P

STAFF RATINGS OF SUMMER TUTORIAL PROGRAM

ITEM	Does not Apply 0	Not Helpful 1	Slightly Helpful 2	Helpful 3	Very Helpful 4	MEDIAN
Based on your observations, rate the helpfulness of these items:						
Vice-principal in charge of our school's tutorial program was	12	1	6	24	109	3.8
Education aides were	45	2	5	45	55	3.5
Teacher assistants were	15	0	1	30	100	3.3
Pupils felt program was	2	0	5	70	80	3.5
Summer school teachers seemed to find program was	25	1	10	72	35	3.2
Parent reaction to program was	39	1	14	51	39	3.2
Community reaction was	64	2	15	35	21	3.1
Orientation for staff was	26	6	33	53	28	2.8

Table P is based on Form 101L.

N = 157

COLLEGE CAPABLE

Division of Secondary Education

1.00 DESCRIPTION

College Capable, a continuing component, provided small classes and intensive individualized instruction in at least three different academic subjects per school for pupils with college potential. Each pupil was normally in at least two such classes. One teaching position was allotted each school, providing five teaching periods in academic subjects.

2.00 OBJECTIVES

-To improve achievement levels in specific subject areas

-To provide inservice education

-To identify specific strengths and weaknesses of the project

3.00 IMPLEMENTATION

3.10 Duration of Component and Number of Schools

This component was conducted from September 11, 1967 through June 14, 1968 at 12 junior and 11 senior high schools, plus an additional high school from January to June 1968. Selected pupils also attended summer classes in space science and Asian studies at three locations during July and August 1968. Two of the three summer schools were in an adjacent school district.

3.20 Pupils

Over 1000 pupils, identified as having academic potential, were selected to participate in advanced instruction. One advanced placement class in English and two classes in mathematics were provided. Pupils were enrolled on the basis of available guidance data and the professional judgment of teachers, counselors, and administrators. Maximum enrollment in each class did not exceed 20 pupils.

3.40 Activities

3.41 Staff Activities

Workshops exploring methods of teaching problem-solving and communication skills were conducted. Through the workshops, teachers initiated two resource bulletins: (1) "Problem-Solving as a Medium for Teaching Communication Skills to College Capable Students"; and (2) "Orientation of College Capable Students to College Entrance Exams". Both bulletins are scheduled for distribution to teachers during fall 1968.

A visitation and college advisement day was conducted at San Fernando Valley State College and at California State College at Los Angeles, in cooperation with the colleges.

Summer inservice education was held for both new and experienced College Capable teachers.

3.42 Pupil Activities

Smaller class size enabled pupils to receive more extensive individualized instruction and to engage in a variety of enrichment activities.

A total of 340 pupils participated in the college visitations mentioned above. College Capable pupils also attended summer classes in space science and Asian studies.

3.50 Specialized Materials, Supplies, and Equipment

Standard and nonstandard supplies for instruction were ordered for use in the spring 1968 semester. Specialized supplementary textbooks were ordered for use in fall 1968. No additional equipment was made available.

3.60 Personnel and Logistical Problems

Accurate identification of the potentially able pupil was a problem to many schools. Disagreement existed among personnel regarding the type of student the component was intended to serve. Operational problems resulted when pupils exhibited a wide range of abilities.

4.00 EVALUATION

4.10 Design

Component objectives were evaluated according to the following variables: pupil attendance records and marks in subjects, work habits, and cooperation; pupil evaluation of summer classes; inservice ratings by participants; and staff and parent ratings of the effectiveness of the component.

The following instruments were employed to collect information on the variables:

-Form R&D 1, Pupil Personnel Information

-Form 102A, Inservice Workshop Evaluation

-Form 102B, Parent Questionnaire

-Form 102C, Teacher Rating

-Form 101D, Midyear Administrative Evaluation

-Forms 102D, E, and F, Student Questionnaires

4.20 Attainment of Objectives

4.21 Objective: To improve achievement levels in specific subject areas.

Junior and senior high school pupils showed a slight increase in the number of subjects taken during one semester in the component (an average of .22). This was significant, however, at the .01 level. For pupils taking the two-semester program, there was no significant change in the number of subjects taken.

An analysis was made of a sample of junior and senior high school pupil marks in subjects, work habits, and cooperation, and in absences both for the semester prior to entering the component and at the end of one or two semesters in the program. Results are shown in Table A.

Post subject marks were significantly lower than pre marks for junior high pupils. They were also lower for senior high pupils, but not significantly so. Post marks for work habits and cooperation were generally lower, although "total days absent" increased in line with District-wide absence increases in ESEA schools. In 1966-67, subject marks showed some loss in the one-semester program but showed gain in the two-semester program. Work habits generally remained constant. Attendance records were not included in the 1966-67 component.

The specific subjects offered to College Capable pupils and the enrollments are shown in Table B. Pupils took at least two subjects, with the greatest enrollments in English, social studies, mathematics, and science in junior high; and English, social studies, and science in senior high.

Three summer programs were held for College Capable pupils: (1) Asian Studies and (2) Aerospace Science Workshop, both in conjunction with Beverly Hills Unified School District (BHUSD), and (3) Space Science Seminar in Los Angeles City School District (LACSD).

Five boys and 13 girls from LACSD senior high schools joined 29 boys and nine girls from BHUSD in a six-week, four-hour-per-day class in Asian Studies. The pupils studied the political, intellectual, economic, religious, and social history, and the arts of traditional and modern China. Pupil ratings of items studied are shown in Table H, Addendum C. Pupils rated most items as contributing "Much" or "Very Much" to their learning, with highest ratings given "Meeting and studying with pupils of other neighborhoods".

Forty-five junior high pupils (15 boys and nine girls from LACSD, 16 boys and one girl from BHUSD, and four boys from nonpublic schools) met for four hours daily to study the history, current application, and future possibilities of aerospace science. In response to a questionnaire (Table I, Addendum C) pupils rated all items favorably, with the highest rating going to learning about "Rockets, jets, and airplane construction".

The most highly rated field trip was to the Jet Propulsion Laboratory. The most popular subject studied was rocket construction and firing, and the most frequently mentioned speaker was Dr. Louis Levy, whose subject was space medicine.

Fifteen boys and 15 girls from LACSD high schools received five units of credit for four hours of daily study, without homework assignments, in the Summer Space Science Seminar program at Jordan High School. Ratings of activities were fairly high, except for space physics and space chemistry which received average ratings. Results are shown in Table I, Addendum C. The highest rated field trip was to TRW, the most popular subject was computers, and the most frequently-mentioned speaker was Dr. Paul Saltman, who spoke on space biology. Most pupils felt that the seminar influenced their future plans.

4.22 Objective: To provide inservice education.

A series of five four-hour workshops in problem-solving was held in fall 1967. Twelve junior high school teachers having an average of 5.7 years of teaching experience, and 16 senior high school teachers having an average of 7.2 years of teaching experience attended the workshops and rated them as effective (2.9 on a 1 - 4 low-to-high scale).

Asked if they would attend such workshops in the future without pay, 11 responded "yes" and 14 "no".

In commenting on the workshop experience in communication skills, most participants expressed interest in trying out the skills discussed, in putting more emphasis on thinking and writing, and in learning the methods of other teachers.

Three workshops were held in spring 1968 to develop policy guidelines and resource bulletins for publication in September 1968. Additional work was done on these reports during the summer.

4.23 Objective: To identify specific strengths and weaknesses of the project.

Twenty-one administrators of the 24 component schools responded to a questionnaire concerning component effectiveness. Eight stated specifically that it was a good or excellent program, and none had any unfavorable comment on the program as a whole. Following are some typical observations:

-Small class size allows more individualized instruction.

-Increased achievement, improved attitudes, and self-image.

-Better teacher-pupil rapport.

-Favorable counselor-pupil ratio.

-Need for clearer rules in teacher selection.

-Teacher recommendations should be more influential in pupil selection.

-Need materials directed effectively toward minority pupils and planned for multi-semester programs.

Teachers of College Capable classes were asked to rate the component. All items of the questionnaire were rated as "Good"(2.7 or above) except "Parent involvement" (Table C).

Typical of teacher comments were:

- -College Capable pupils need attitude changes (some expect special privileges); need better pupil orientation to program.
- -Need better materials, trips, guest speakers.
- -Need for uniform grading standards.
- -College Capable teachers need to exchange ideas, improve communication.
- -Desirability of better pupil selection--College Capable program for underachievers --academic classes for college-oriented achievers.
- -More parent contact needed.

Parent responses to a questionnaire were strongly favorable as shown in Table D.

Written comments were generally supportive. Typical of these were:

> "As a result of extra attention my child asks more questions, is less shy."
>
> "Work habits and attitudes have changed."
>
> "The words 'College Capable' have made my son more interested."
>
> "It encourages working up to capacity."
>
> "Too much competition, too much strain."

4.24 Supplemental Data (Tables E through G, Addendum C)

Table E presents a stanine distribution of scholastic capacity and reading scores for pupils in the College Capable program. Average and above-average stanines (four through nine) for junior high pupils account for 90 percent of the IQ scores, 83 percent of the reading vocabulary (RV) scores, and 87 percent of the reading comprehension (RC) scores. For senior high pupils this same range accounts for 82 percent of IQ, 75 percent of RV, and 78 percent of RC scores.

From these data it appears that at least 75 percent of pupils selected for the College Capable program score in the average to above-average range.

Table F shows the length of time pupils stayed in the program.

Table G gives a sample distribution of these pupils by grade level.

4.30 Outcomes

Teachers of College Capable classes felt that the pupils had improved in their learning skills. However, an analysis of pupil grades indicated a C+ average compared with a B average the previous year. There was also a lower average for work habits and cooperation, and an increase in absence. Over 75 percent of the pupils selected as college capable had average or above-average intelligence and reading scores.

The administrators and teachers reported that the component was effective. Parent reaction to the program was strongly favorable.

During summer 1968, Asian Studies and the Aerospace Science Workshop gave pupils with varied ethnic backgrounds and from different communities an opportunity to engage in common enrichment experiences. A Space Science Seminar offered high school pupils insights into the space science industry. Pupil reaction to the above classes was favorable.

5.00 CONCLUSIONS

The inclusion of pupils enrolled in the component with below-average IQ stanines (one through three) indicated that the term "College Capable" has been flexibly interpreted to meet target area conditions. As shown in Table E, these pupils also evidenced below-average achievement and possibly could better profit from the instruction given through the reading-centered instruction program. Table E also shows many pupils (about 60) in stanines eight and nine for IQ and reading achievement. Their inclusion in the component indicated extension of the College Capable program to include those who might otherwise be in academically-enriched or college-oriented programs.

The downward trend of grades, work habits, and cooperation, coupled with increased absence, was possibly a result of student unrest. The increase of absence was also noted for the other schools in the target area. According to administrators and teachers, the component was effective.

The College Capable summer programs were effectively conducted and reception by the pupils was favorable.

6.00 RECOMMENDATIONS

Consider inservice education to include exploration of standard grading procedures and improved communication among College Capable teachers.

Revise component specifications so that highest achievers are placed in academically-enriched classes, thus allowing more underachievers to be admitted to the College Capable program.

Improve screening of pupils in low IQ stanines (one through three) to reduce number of unqualified pupils.

Continue College Capable summer programs.

ESEA Secondary Design #102

COMPONENT: College Capable

OBJECTIVES	DEPENDENT VARIABLES	ASSESSMENT DEVICES	COMMENTS
To improve achievement levels in specific subject areas	Pupil marks in subjects, work habits, and cooperation; attendance record	Pupil Personnel Information (R&D1)	Gathered baseline data for all pupils
To provide inservice education	Ratings by participants	Inservice Workshop Evaluation ([illegible]02A)	At the completion of each program
To identify specific strengths and weaknesses of the project	Ratings by administrators, teachers, and parents	Midyear Administrative Evaluation (101D) Teacher Rating (102C) Parent Questionnaire (102B)	All administrators All personnel in component Random selection of parents
	Student ratings	Student Questionnaire (102D, E, and F)	Given during last week of summer school to students in: Summer Aerospace Science Workshop; Summer Space Science Seminar; or Summer Asian Studies

PROJECT NAME College Capable Code 102

Beginning date 9-11-67 Ending date 8-16-68

Grade Level	PUPIL ENROLLMENT	
	Public	Nonpublic
Preschool		
K		
1		
2		
3		
4		
5		
6		
7	60	
8	219	
9	216	
10	206	
11	263	
12	58	
Ungraded	91	
TOTAL	1,113	

NUMBER OF ADULT PARTICIPANTS

School Personnel	114	(Includes summer extension)
Parents		
Community Personnel		

Plus Supportive Services

PROJECT COST $ 373,507

TABLE A

PRE-POST MARKS[1] IN SUBJECTS, WORK HABITS, AND COOPERATION, AND TOTAL DAYS ABSENT

ITEM	Junior High			Senior High		
	MEAN		CORRELATION	MEAN		CORRELATION
	Pre	Post		Pre	Post	
ONE SEMESTER						
Subject Marks	2.93	2.73**	.67	2.45	2.38	.72
Work Habits	1.54	1.40**	.61	1.30	1.33	.46
Cooperation	1.54	1.47	.62	1.40	1.49*	.61
Total Days Absent	5.88	7.68	.31	7.71	9.39	.62
TWO SEMESTERS						
Subject Marks	2.95	2.78**	.65	2.59	2.52	.44
Work Habits	1.50	1.46	.49	1.48	1.44	.58
Cooperation	1.57	1.58	.58	1.65	1.65	.49
Total Days Absent	5.74	7.39	.36	5.73	8.92**	.31

Table A is based on Form R&D 1.

N = 135

N = 184

**Sig at .01

*Sig at .05

[1] Average marks based on A=4, B=3, C=2, D=1, F=0, E=2, S=1, U=0

TABLE B

ENROLLMENT BY SUBJECT IN COLLEGE CAPABLE CLASSES

SUBJECT	NUMBER OF PUPILS	
	Junior High	Senior High
English	414	378
Foreign Language	18	18
Mathematics	216	72
Power Reading	18	18
Science	162	198
Social Studies	306	270

Table B is based on actual component enrollment for spring semester 1968.

Unduplicated J.H. N = 496
Unduplicated S.H. N = 549

TABLE C

TEACHER EVALUATION OF COLLEGE CAPABLE

ITEM	FREQUENCY Very Poor 1	2	3	Very Good 4	MEDIAN
How do you rate the College Capable program in terms of:					
Overall program effectiveness?	2	12	45	20	3.1
Selection of College Capable teachers?	1	8	41	17	3.2
Selection of pupils?	6	20	35	22	2.7
Articulation with total school program?	5	20	34	18	2.9
Faculty acceptance?	6	10	33	26	3.3
Administrative acceptance?	2	8	26	36	3.5
Instructional materials?	10	16	30	25	3.0
Equipment?	7	14	31	29	3.2
Influencing changes in pupil attitudes?	3	22	36	15	2.8
Improving learning skills of pupils?	1	10	40	23	3.6
Parent support of program?	8	15	28	18	2.9
Parent involvement?	18	28	18	5	2.1

Table C is based on Form 102C. Maximum N = 83

TABLE D

PARENT RESPONSES

ITEM	FREQUENCY YES	NO	NOT SURE
Do you feel that your child reads more at home this year?	276	67	39
Have you noticed any improvements in your child's study habits this year?	273	62	47
Do you think your child has learned more this year?	294	21	64
Has your child's attitude changed toward school this year?	231	110	41
If your last answer was "yes", was this change for the better?	212	31	34
Do you favor the continuation of this class?	337	17	24

Table D is based on Form 102B.

Maximum N = 382

TABLE E

COLLEGE CAPABLE PUPILS BY ABILITY (IQ) AND ACHIEVEMENT IN READING VOCABULARY (RV) AND COMPREHENSION (RC)

	JUNIOR HIGH			SENIOR HIGH		
STANINE	IQ	RV	RC	IQ	RV	RC
9	11	10	11	7	1	3
8	35	37	21	10	16	26
7	83	76	77	62	34	51
6	123	93	100	99	70	83
5	118	96	102	113	91	117
4	66	81	87	130	54	113
3	30	48	54	62	53	69
2	13	26	16	23	24	33
1	4	8	7	8	13	9
Total	483	475	475	514	356	504

Table E is based on Form R&D 1.

TABLE F

NUMBER OF COLLEGE CAPABLE PUPILS ENROLLED BY DURATION OF ENROLLMENT

PUPILS ENROLLED	JUNIOR HIGH	SENIOR HIGH	TOTAL
One Semester	97	133	230
One Semester and Continuing	166	117	283
Two Semesters	165	211	376
Three Semesters	-	229	229
Totals	428	690	1118

Table F is based on Form R&D 1.

TABLE G

ENROLLMENT BY GRADE LEVEL

GRADE LEVEL	ENROLLED 2/67		ENROLLED 9/67		ENROLLED 2/68		TOTALS		BOTH
	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS N=454	GIRLS N=461	
Junior High (N = 476)									
7	0	0	14	19	25	18	39	37	76
8	13	21	56	45	63	76	132	142	274
9	7	9	21	17	30	42	58	68	126
Senior High (N = 439)									
10	99	96	18	27	77	72	194	195	389
11	10	7	21	12	0	0	31	19	50
12	0	0	0	0	0	0	0	0	0
Totals	129	133	130	120	195	208			915

Table G is based on Form R&D 1.

TABLE H

PUPIL RATINGS OF SUMMER ASIAN STUDIES

ITEM	FREQUENCY Does not Apply 0	Little or Nothing 1	Some 2	Much 3	Very Much 4	MEDIAN
How much do you feel you learned from the activities or features listed below:						
Diversity of Chinese civilization	1	1	10	23	20	3.2
The place of the individual in Chinese civilization	1	0	10	19	25	3.3
Tolerance in Chinese society	0	3	17	18	17	3.0
Educational tradition	0	6	21	15	13	2.5
Nature and man	1	4	8	21	21	3.2
Chinese value of order	0	1	9	19	26	3.3
Chinese cultural values	0	1	13	21	20	3.2
Traditional values in the 20th century	1	2	20	17	15	2.8
Lecture method	4	6	18	16	11	2.6
Small group discussions	0	10	12	11	21	3.0
Field trips	0	4	14	17	21	3.1
Independent study room	0	4	9	23	20	3.2
Research experiences	1	5	12	15	22	3.2
Meeting and studying with pupils of other neighborhoods	3	4	5	5	39	3.8

Table H is based on Form 102F.

N = 56

TABLE I

PUPIL RATINGS OF SUMMER AEROSPACE SCIENCE

ITEM	FREQUENCY					MEDIAN
Summer Aerospace Science Workshop (with Beverly Hills; N = 45)	Does not Apply 0	Little or Nothing 1	Some 2	Much 3	Very Much 4	
How much do you feel you learned from the workshop activities or features listed below?						
Rockets, jets, and airplane construction	0	1	1	18	23	3.6
Propellants	0	1	11	15	18	3.2
Space biology	0	1	11	16	17	3.1
Lecture method	0	1	14	11	18	3.1
Small group discussions	3	5	11	11	9	2.7
Field trips	1	1	8	14	21	3.4
Meeting and studying with pupils of other neighborhoods	3	5	4	11	21	3.5
Summer Space Science Seminar (in Los Angeles; N = 30)						
How much do you feel you learned from the workshop activities or features listed below?						
Space physics	1	1	13	9	4	2.5
Space chemistry	0	1	14	8	6	2.5
Space biology	0	2	4	8	14	3.5
Mathematics and engineering	0	1	4	10	12	3.3
Methods of presentation Lecture	0	2	9	9	10	3.0
Small group discussion	0	4	6	8	8	2.8
Field trips	0	0	2	9	19	3.7

Table I is based on Forms 102D and E.

EDUCATION AND GUIDANCE INSTRUCTION

Division of Secondary Education

1.00 DESCRIPTION

Selected seventh- and eighth-grade pupils of average or better potential but with marked social and emotional difficulties were scheduled into a daily core program of academic work. They spent three periods with the same specially-trained teacher. Individual counseling and psychological services were integral parts of this activity. Education and Guidance (E&G) Instruction is a continuing component.

One period in each E&G teacher's daily schedule was reserved for pupil conferences. Consulting counselors, assigned centrally, provided the psychological evaluation services. An assistant counselor was assigned one period per day to provide necessary continuity of services between the consulting counselor and school staff.

2.00 OBJECTIVES

-To improve achievement levels in specific subject areas

-To improve study skills

-To improve the children's self-image

-To change (in a positive direction) the children's attitudes toward school and education

-To reduce the rate and severity of disciplinary problems

-To provide inservice education

-To identify specific strengths and weaknesses of the project

3.00 IMPLEMENTATION

3.10 Duration of Component and Number of Schools

This component was conducted from September 11, 1967 through June 14, 1968 at 15 junior high schools. Two schools, each with two E&G classes, were added in February 1968. One of these classes was at the tenth-grade level.

3.20 Pupils

A placement committee in each school selected pupils for the E&G component. The committee included one or more administrators, the E&G counselor, head counselor, and consulting counselor. Pupils eligible for placement were identified on the basis of inability to conform to school standards of behavior, patterns of overly-aggressive behavior, negative self-image, negative peer and teacher relationships, short attention span, or lack of proficiency in basic skills. Pupils eligible for placement in Educable Mentally Retarded or Non-English Speaking programs were not eligible for the E&G program. Approximately 300 pupils were served during the year. Maximum class size was 18.

3.40 Activities

3.41 Staff Activities

Activities for the year included a 40-hour workshop conducted by the component consultant and consulting counselors for approximately 25 E&G teachers. The workshop emphasized techniques for individualizing instruction and developing teacher-made instructional materials.

3.42 Pupil Activities

Pupil activities consisted of the three-period core instructional program in English, social studies, and mathematics in addition to field trips and supplemental counseling.

3.50 Specialized Materials, Supplies, and Equipment

A portable classroom, overhead projector, controlled reader, tape recorder, phonograph, slide projector, headsets for a listening center, and both standard and experimental texts were provided for each school. Additional standard and experimental supplies and texts were provided during the current year. Instruments used by consulting counselors in making psychological evaluations were: Stanford-Binet (Form L-M), Wechsler Intelligence Scale for Children, Peabody Picture Vocabulary Test, Gray Oral Reading Test, Wide Range Achievement Test, Bender Visual-Motor Gestalt Test, Illinois Test of Psycholinguistic Abilities, and the Wepman Auditory Discrimination Test. A research library, established by the consultants and located in the administrative office, was available to consulting counselors.

3.60 Personnel and Logistical Problems

The introduction of nine new teachers to the program in the spring semester presented some difficulties in orientation. Transiency, illness, and overtly hostile acts of behavior in some schools caused placement difficulties and occasionally prevented completion of psychological evaluations.

4.00 EVALUATION

4.10 Design

Component objectives were evaluated according to the following variables: pupil marks in subjects, work habits, and cooperation; pupil scores on attitude scale; pupil referrals to vice principal; pupil attendance records; administrative and parental ratings of component effectiveness; and participant ratings of inservice education.

The following instruments were devised to sample data on the variables:

-Form R&D 1, Pupil Personnel Information

-Form 101J, Quick Measure of Concepts

-Form 101D, Midyear Administrative Evaluation

-Form 103C, Inservice Evaluation

-Form 108B, Counselor-Teacher Rating Scale

-Form 103A-1, Parent Questionnaire

4.20 Attainment of Objectives

4.21 Objective: To improve achievement levels in specific subject areas.

4.22 Objective: To improve study skills.

An analysis was made of junior and senior high school pupil marks in subjects, work habits, and cooperation for the semester prior to entering the component and at the end of the program.

In order to compare pupils who had completed one semester in the E&G program with non-E&G pupils, boys and girls new to the E&G program in February 1968 were randomly selected as an experimental group, and an equal number of comparison pupils from E&G waiting lists constituted controls.

During school year 1967-68, three E&G groups were evaluated:

- -ESEA Title I, Selected: pupils randomly selected at one senior and seven junior high schools, which were also randomly chosen for racial representation. Program duration was one semester.
- -Comparison: pupils randomly selected from the E&G waiting lists at the same eight schools, and given the same tests as the ESEA Title I, selected group.
- -ESEA Title I: pupils in the regular E&G program in the remaining nine schools. Length of stay in E&G ranged from one to three semesters.

Comparisons of pre and post marks for all junior high participants are shown in Table A.

Comparison of marks in subjects, work habits, and cooperation for the semester prior to entrance into the component with marks at the end of one semester in the component shows that the one-semester selected E&G pupils improved their marks in subjects and work habits significantly at .01, and in cooperation at the .05 level. The one-semester comparison group showed no significant improvement in marks, work habits, or cooperation. One semester E&G pupils were also analyzed on the same variables. This group showed significant improvement (at .01) in subject and cooperation marks.

Not shown in Table A is the fact that one- and two-semester E&G pupils who left the program before the start of the spring semester improved significantly at the .05 level only in subject marks. The one high school group improved significantly in subject and cooperation marks, although this is not indicated on Table A because of the limited number of pupils remaining in the group by the close of the school year.

Pupils who had been in the E&G program for two or three semesters indicated no measured improvement in subject, work habits, or cooperation marks.

4.23 Objective: To improve the children's self-image.

4.24 Objective: To change (in a positive direction) the children's attitudes toward school and education.

Data for these two objectives are reported under the same objectives in the report on E&G Counseling, component number 108. Tables B, C, and D in that report are pertinent to these objectives.

Briefly, findings for these attitudinal objectives included:

- Though samples were small and results variable, attitudes toward self-concepts improved more for Mexican-American pupils than for Negro. The boys' experimental groups tended to show more positive change than did the girls' experimental groups.

- Both ESEA one-semester groups showed significant improvement in cooperation marks (assumed as an indication of positive change in attitude) as compared to their respective control groups.

- From scores for the concept "School" from the QMOC, pre and post, it can be inferred that Mexican-American groups in the study regarded ideas related to school more positively than did the Negro groups.

- A comparison of attendance patterns for E&G pupils in the regular program with experimental and control group pupils is reported in Table D. The holding power of the program is estimated by comparing the pre and post number of days absent for ESEA and comparison groups.

- Absence of comparison pupils increased.

4.25 Objective: To reduce the rate and severity of disciplinary problems.

Data on disciplinary referrals for experimental pupils enrolled in E&G classes and for pupils in control groups came from vice principals' records. A record of experimental and control pupils who had referrals considered serious and who were given social adjustment transfers during spring 1968 are reported in Table B.

As shown, the experimental group had more general referrals than did the control group; more serious referrals (such as fighting, using profanity, carrying a knife); and more social adjustment transfers, but fewer suspensions.

4.26 Objective: To provide inservice education.

Inservice workshops were held during the spring semester.

The majority of participants at these workshops indicated by their comments that more attention should be directed toward discussing "real" problems and specific solutions to those problems. Unstructured discussions, especially on theoretical behavior constructs, should be avoided, respondents added. Participants expressed high praise for the group leaders and wanted to work with them again.

4.27 Objective: To identify specific strengths and weaknesses of the project.

A midyear evaluation was completed by administrators. Typical observations were:

- -Boys like the program so well they don't want to go back to regular classes.
- -Pupils may become too dependent on using class for individual protection.
- -Parent cooperation and participation were lacking.
- -A follow-up of pupils a year after leaving E&G indicates that this program was the turning point for many.
- -Excellent results were produced this semester.
- -Worked miracles with certain students.
- -E&G enrollment should be noted on the cumulative record for B7 through A8.
- -More workshop training needed. E&G should be organized by grade levels with separate sections for B7 through A8.

A midyear evaluation was also provided by E&G teachers. The data from Table C indicated that these teachers felt objectives were being realized in reducing the rate and severity of disciplinary problems, and in changing pupils' attitudes toward school and education.

Typical comments made by teachers were:

- -E&G teacher preparation conference for pupils and parents should be in the afternoon.
- -The E&G school counselor is just too busy to bother with the problems of E&G.
- -Wish there were more time for follow-up.
- -The E&G teacher time could be distributed more effectively.
- -Paper work is frustrating.

At year-end, counselors and teachers were asked to evaluate the component. Ratings given in Table D indicate that the program was of some value in helping pupils to achieve component objectives. Although ratings were close, "Improving pupils' attitudes toward school and education" was judged to be of most value and "Improving pupils' study skills" of least value.

Ratings also indicated that lack of time for preparation, for clerical tasks, and for follow-up continues to be a problem.

Staff comments pointed out these strengths:

- -Many pupils show improved attitudes and behavior.

-Small classes allow pupils to be helped individually.

-Administrative support has strengthened the program.

-Materials and equipment are in sufficient supply and of acceptable quality.

Comments reflected weaknesses of the component:

-Follow-ups are lacking.

-Adequate clerical help is unavailable.

-Communication among component personnel is poor.

-Pupils resent the stigma of being in the E&G class.

Parents responding to a year-end questionnaire made the following representative comments: that their children read more this year, improved their study habits, and learned more. These same parents also believed overwhelmingly that their children's attitudes changed positively. The majority of parents responding favored continuation of the E&G program.

4.28 Supplemental Data (See Table E, Addendum C)

The data in Table E reveal that the majority of E&G pupils (78 percent of the 280 for whom IQs were available) were probably functioning intellectually in the third, fourth, and fifth stanines. However, many E&G pupils (71 percent) were reading within the first-, second-, or third-grade reading ability stanines.

4.30 Outcomes

ESEA, Selected, junior high pupils improved significantly over comparison groups in subject, work habits, and cooperation marks. The senior high experimental group also improved significantly over its comparison group, but only in subject and cooperation marks. One-semester E&G pupils displayed significant improvement in subject and cooperation marks. Two- and three-semester E&G pupils did not exhibit any positive changes on these variables.

ESEA groups showed more stability in their attendance patterns than did comparable groups.

Mixed results were obtained on measures of pupil attitudes toward self and school. Parents were pleased with the progress of their children in study skills and attitudes. They favored continuation of the program.

5.00 CONCLUSIONS

Significant improvement was shown in classroom performance and in study skills as measured by report card marks.

The component was effective as judged by parents and administrators.

Parents favored continuation of the program.

Teachers indicated that the program was of value. They and counselors urged the continuation of inservice education.

6.00 RECOMMENDATIONS

Strengthen inservice offerings.

Improve follow-up of pupils leaving the program.

Increase allowance of clerical time.

ESEA Secondary Design #103

COMPONENT: Education and Guidance Instruction

OBJECTIVES	DEPENDENT VARIABLES	ASSESSMENT DEVICES	COMMENTS
To improve achievement levels in specific subject areas	Pupil marks in subjects, work habits, and cooperation	Pupil Personnel Information (R&D1)	Gathered data on all pupils
To improve study skills	Pupil marks in subjects, work habits, and cooperation	Pupil Personnel Information (R&D1)	Gathered data on all pupils
To improve the children's self-image	Scores on attitude scale	Quick Measure of Concepts (101J)	All pupils
To change (in a positive direction) the children's attitudes toward school and education	Pupil marks in work habits and cooperation Attendance record	Pupil Personnel Information (R&D1)	All pupils
	Scores on attitude scale	Quick Measure of Concepts (101J)	
To reduce the rate and severity of disciplinary problems	Pupil referral to vice principal		Summary of vice principal records for selected pupils
To provide inservice education	Ratings by participants	Inservice Evaluation (103C)	Inservice participants
To identify specific strengths and weaknesses of the project	Ratings of program	Midyear Administrative Evaluation (101D)	All administrators
		Counselor-Teacher Rating Scale (108B)	All personnel in component
	Parent ratings	Parent Questionnaire (103A-1)	Selected parents

PROJECT NAME Education and Guidance Instruction Code 103

Beginning date 9-11-67 Ending date 6-14-68

Grade Level	PUPIL ENROLLMENT	
	Public	Nonpublic
Preschool		
K		
1		
2		
3		
4		
5		
6		
7	147	
8	148	
9		
10	13	
11		
12		
Ungraded	308	
TOTAL		

NUMBER OF ADULT PARTICIPANTS

School Personnel 31

Parents ______

Community Personnel ______

PROJECT COST $ 243,600

TABLE A

PRE AND POST MEANS FOR MARKS IN SUBJECTS, WORK HABITS, AND COOPERATION

Item and Group	No. of Semesters	N	Pre Mean	Post Mean	Correlation
SUBJECT ACHIEVEMENT					
ESEA Title I, Selected	1	49	1.54	2.06**	.49
Comparison	1	56	1.52	1.53	.49
ESEA Title I	1	104	1.34	1.80**	.39
ESEA Title I	2	18	1.83	1.70	.46
ESEA Title I	3	6	1.28	1.48	.79
WORK HABITS					
ESEA Title I, Selected	1	50	.68	.97**	.40
Comparison	1	52	.73	.70	.35
ESEA Title I	1	95	.61	.89	.36
ESEA Title I	2	17	.81	1.06	-.19
ESEA Title I	3	5	.55	.70	.61
COOPERATION					
ESEA Title I, Selected	1	46	.97	1.12*	.52
Comparison	1	53	.94	.93	.56
ESEA Title I	1	103	.74	.97**	.39
ESEA Title I	2	17	.82	.93	.32
ESEA Title I	3	4	.85	1.04	-.02

Table A is based on Form R&D 1. *Sig. at .05 **Sig. at .01

TABLE B

TALLY OF DISCIPLINARY REFERRALS TO VICE PRINCIPAL

Group	N	Number of Referrals	Serious Referrals	Suspensions	Social Adjustment
ESEA Title I, Selected	65	109	10	7	3
Comparison	61	85	6	10	0
Totals	126	194	16	17	3

Table B is based on vice principals' records.

TABLE C

MIDYEAR EVALUATION BY E&G TEACHERS

ITEM	FREQUENCY Very Poorly (1)	(2)	(3)	Very Well (4)	MEDIAN
How well do you feel the E&G subcomponent is realizing the objectives which are set forth in the specifications?					
To improve study skills	1	1	4	2	2.9
To improve the children's self-image	0	1	6	1	3.0
To change (in a positive direction) the children's attitudes toward school and education	0	2	6	0	2.8
To reduce the rate and severity of disciplinary problems	0	1	3	4	3.4
To identify specific assets and limitations relating to the learning process	0	3	4	1	2.8

Table C is based on Form 108A. Maximum N = 8

TABLE D

COUNSELOR AND TEACHER RATINGS OF PROGRAM

ITEM	FREQUENCY				MEDIAN
	Little Value 1	2	3	Much Value 4	
Please indicate the value of this program in terms of:					
improving the achievement levels of pupils in specific subject areas.	0	8	11	7	3.0
improving pupils' study skills.	1	6	15	4	2.9
improving pupils' self-images.	0	6	10	10	3.2
improving pupils' attitudes toward school and education.	1	5	9	11	3.3
reducing the rate and severity of disciplinary problems.	2	6	10	8	3.0
identifying specific assets and limitations relating to the learning process.	2	1	14	8	3.2
The following were indicated as problems at mid-year. To what extent are these still problems?	None			Much	
Lack of sufficient time for teacher-preparation.	6	3	3	3	2.0
Lack of follow-ups on E&G pupils who left the program.	4	4	5	10	3.2
Abundance of clerical tasks.	1	4	8	13	3.5
Teacher transfers out of the E&G program.	4	4	4	3	2.4
Lack of sufficient working space for counselors.	5	2	5	9	3.2

Table D is based on Form 108B. Maximum N = 26

TABLE E

FREQUENCY DISTRIBUTION OF E&G PUPILS IN ABILITY AND READING ACHIEVEMENT

STANINE	I.Q.	READING VOCABULARY	READING COMPREHENSION
9	0	0	0
8	1	2	0
7	5	4	3
6	19	13	8
5	75	20	23
4	83	41	45
3	61	60	68
2	24	65	57
1	12	67	73
No Data	28	36	41

Table E is based on Form R&D 1.

N = 318

TEACHER CLERICAL ASSISTANTS

Division of Secondary Education

1.00 DESCRIPTION

Two teacher clerical assistants (TCAs) were provided for each of 24 Student Achievement Center schools to assist teachers, on an optional basis, in the performance of clerical and non-instructional tasks connected with the classroom. Work was assigned TCAs under the direction of the principal.

2.00 OBJECTIVES

-To improve achievement levels in specific subject areas

-To provide inservice education

-To identify specific strengths and weaknesses of the project

3.00 IMPLEMENTATION

3.10 Duration of Component and Number of Schools

This component was conducted from September 11, 1967 through April 30, 1968 at 23 schools. From May 1, 1968 to June 14, 1968, 24 schools had teacher clerical assistants.

3.20 Pupils

Pupils benefited indirectly because teachers were relieved of clerical tasks to devote additional time to instruction.

3.40 Activities

3.41 Staff Activities

Clerical assistants performed non-instructional tasks such as typing and duplicating materials for instructional use, assisting in the preparation of records, recording attendance, marking keyed objective tests, and preparing materials for bulletin boards.

A two-day clerical workshop was conducted during November. The workshop was designed to improve skills in typing, filing, telephone usage, and general office procedures.

3.60 Personnel and Logistical Problems

Two TCAs were assigned to each participating school without considering the greater clerical need in schools with larger pupil populations.

4.00 EVALUATION

4.10 Design

Component objectives were evaluated according to the following variables: changes in teacher clerical load, ratings of inservice education, and ratings of component effectiveness.

The following instruments were designed to collect information on the variables:

- -Form 104A, Weekly Report of Teacher Clerical Assistant (showing time by subject area)
- -Form 104B, Clerical Inservice Evaluation
- -Form 104C, Semester Report of Teacher
- -Form 101D, Midyear Administrative Evaluation

4.20 Attainment of Objectives

4.21 Objective: To improve achievement levels in specific subject areas.

Only an indirect assessment could be made of the attainment of this objective for these reasons: (1) the use of TCAs was optional; (2) TCA time used by individual teachers varied; (3) TCAs had no direct contact with pupils. However, teachers, in a sampling recorded in Table A, indicated that from "Much" to a "Great deal" of additional time was made available through use of TCAs.

Use of the TCA was analyzed by subject area. Data in Table B revealed that those departments which received the greatest amount of TCA time were English, social studies, science, and mathematics. This was evidenced also during the 1966-1967 school year. (These departments were also the prime users of teacher assistants and of the services of Instructional Materials Centers. See components 105 and 106.)

Further analysis of Form 104A showed that 13 percent of TCA time was allocated to non-teaching personnel which included administrators, librarians, medical staff, counseling personnel, and regular clerical personnel. This percent was slightly less than that used by non-teaching staff the previous year. Eighty-seven percent of TCA time was allocated to teaching personnel. The time distribution was the same for both junior and senior high schools, regardless of enrollment size.

4.22 Objective: To provide inservice education.

Seventy-two TCAs attended a two-day workshop to familiarize themselves with ESEA projects; to increase job interest and understanding; and to improve staff relations, procedures, and business skills. Of 12 workshop items rated, only one was below a median of 3.6 on a 1 - 4 scale as shown in Table B.

The most frequent comments from the TCA participants were:

- -Provide more comfortable seating arrangements for workshop participants.

- Include other Student Achievement Center personnel in inservice for better mutual understanding

- Have a psychologist offer help in personal improvement and human relations.

- Provide more laboratory work.

4.23 Objective: To identify specific strengths and weaknesses of the project.

At midyear, 150 randomly selected teachers using TCA services were asked to indicate how they had used the additional time obtained as a result of these services. Ninety-three of the teachers responded. Their replies are shown in Table A. Of the six departments indicating the greatest use of TCA time, English and science gave the highest rating (a median at 3.0 on a 4.0 scale) while home economics gave the lowest rating (a median of 2.2).

Questioned about how they used the time obtained through TCA services, teachers indicated that they were able to prepare additional materials for the class, give more individual attention to pupils, and do a greater amount of instructional planning.

Twenty-five administrators were asked at midyear to evaluate the Teacher Clerical Assistant component. Comments of the 23 who responded on Form 101D were strongly positive (response frequencies are shown in parentheses):

- Teachers are enthusiastic. Clerical assistants contribute to school morale as well as operational efficiency. (8)

- This program has been a "godsend". We cannot praise the program too highly. (5)

Among their suggestions were:

- Restore third TCA as in original component (4)

- Arrange for substitutes when TCA absent (2)

- Consider establishing pool of trained clerks (2)

- Increase salaries of TCAs (2)

4.30 Outcomes

More time was available for instructional planning and for work with individual pupils in schools using TCAs.

Over 79 percent of TCA time was allocated to English, social studies, science, and mathematics departments in junior high, and 72 percent to the same departments in senior high.

There was a decrease of 3 percent from last year in the use of TCA time by non-teaching personnel.

Administrative ratings of component effectiveness were strongly favorable.

5.00 CONCLUSIONS

The TCA service allowed more time for instructional tasks.

English, social studies, mathematics, and science teachers received the bulk of TCA time and services.

Approximately one-eighth of the teacher clerical time was used for non-teaching tasks.

The component was considered effective by teachers and administrators.

6.00 RECOMMENDATIONS

TCA services would be more equitably assigned if they were based on pupil enrollment since this varies considerably from school to school. (This recommendation was made by the secondary-division SFP consultant.) An alternative might be assigning a third TCA to large schools.

Problems of work continuity that are created when a TCA is absent could be alleviated by the provision of substitutes.

ESEA Secondary Design #104 **COMPONENT: Teacher Clerical Assistants**

OBJECTIVES	DEPENDENT VARIABLES	ASSESSMENT DEVICES	COMMENTS
To improve achievement levels in specific subject areas	Changes in teacher clerical load	Weekly Report of Teacher Clerical Assistant (104A)	Three two-week reports from each TCA
To provide inservice education	Ratings by participants	Clerical Inservice Evaluation (104B)	Participants
To identify specific strengths and weaknesses of the project	Ratings of program	Midyear Administrative Evaluation (101D)	All administrators
	Teacher ratings of services received	Semester Report of Teacher (104C)	Teachers rated TCA services received

PROJECT NAME Teacher Clerical Assistants **Code** 104

Beginning date 9-11-67 **Ending date** 6-14-68

Grade Level	PUPIL ENROLLMENT	
	Public	Nonpublic
Preschool		
K		
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
Ungraded		
TOTAL		

NUMBER OF ADULT PARTICIPANTS

School Personnel	121
Parents	
Community Personnel	

Plus Supportive Services

PROJECT COST $ 258,853

TABLE A

A SAMPLE OF TEACHER RATINGS OF ADDITIONAL TIME AVAILABLE FOR INSTRUCTIONAL PLANNING, DUE TO TCA HELP RECEIVED

Department	Teacher N	FREQUENCY				MEDIAN
		Little (1)	Some (2)	Much (3)	A Great Deal (4)	
English	20	1	5	9	5	3.0
Social Studies	16	1	6	5	4	2.7
Mathematics	11	0	6	2	3	2.4
Science	11	1	3	3	4	3.0
Physical Education	7	0	2	4	1	2.9
Home Economics	6	1	3	2	0	2.2
Industrial Arts	3	0	1	1	1	3.0
Music	3	0	0	2	1	3.2
Business Education	2	0	1	1	0	2.5
Educable Mentally Retarded	2	0	0	2	0	3.0
Art	1	1	0	0	0	1.0
Foreign Language	1	0	0	0	1	4.0

Table A is based on Form 104C. N = 93

TABLE B

ALLOCATED TEACHER CLERICAL ASSISTANT TIME COMPARED WITH PERCENTAGE* OF PUPIL ENROLLMENT

Department	JUNIOR HIGH SCHOOL % of Time Allocated (1)	 % of Enrollment (2)	 Difference	SENIOR HIGH SCHOOL % of Time Allocated (1)	 % of Enrollment (3)	 Difference
English	34	17	17	34	15	19
Social studies	24	14	10	17	14	3
Science	12	8	4	11	10	1
Home economics	6	6	0	5	2	3
Driver education	0	0	0	1	2	-1
Foreign languages	1	2	-1	1	6	-5
Business education	1	3	-2	3	8	-5
Art	3	4	-1	2	4	-2
Music	3	5	-2	3	3	0
Industrial Arts	2	7	-5	5	6	-1
Mathematics	10	16	-6	11	10	-1
Physical Ed.	3	17	-14	6	18	-12
Unclassified	2	3	-1	4	4	0

Table B is based on data from:
- (1) Form 104A
- (2) Based on actual enrollment in classes for Spring 1968
- (3) District percentage of enrollment

*All percentages rounded to nearest whole.

ADDENDUM C
104

TABLE C

TEACHER CLERICAL ASSISTANT RATINGS OF INSERVICE

ITEMS	FREQUENCY					MEDIAN
How helpful were the presentations of the following objectives?	Doesn't Apply	Of Little Help (1)	(2)	(3)	Very Helpful (4)	
To become familiar with the overall objectives and functions of the Secondary Division Projects.	1	3	6	10	49	3.8
To increase personal interest in the job through a better understanding of the many Specially-Funded Programs.	1	1	6	8	55	3.9
To improve human relations.	3	7	8	14	38	3.6
To improve office procedures.	1	5	3	12	50	3.8
To improve business skills.	2	4	4	14	46	3.8
How helpful were the following workshop activities?						
Description of the Specially-Funded Projects (Lansu, Williams)	4	3	2	10	51	3.9
Typing Tips (Belote)	2	6	5	13	45	3.7
How to Succeed (Pfeiffer)	3	12	12	17	25	3.0
Telephone Usage (Finne)	1	3	4	11	50	3.8
Filing (Kelly)	2	6	7	11	45	3.7
Instructional Materials (Kennedy)	0	3	3	10	56	3.9

Do you feel this workshop will help you increase your personal effectiveness in your clerical work? Yes 65 No 2

Table C is based on Form 104B

Maximum N = 72

TEACHER ASSISTANT PROGRAM

Division of Secondary Education

1.00 DESCRIPTION

Undergraduate and graduate students from local colleges and universities were employed to relieve teachers of routine duties and thus provide more time for planning and work with individual pupils.

2.00 OBJECTIVES

- -To improve achievement levels in specific subject areas
- -To provide inservice education
- -To identify specific strengths and weaknesses of the project

3.00 IMPLEMENTATION

3.10 Duration of Component and Number of Schools

The component operated in 13 junior and 12 senior high schools from September 1967 through January 1968, and in 15 junior and 15 senior high schools from January 1968 through June 1968. Generally five assistants worked in each school.

3.20 Pupils

Pupils in the participating schools benefited indirectly because teachers were relieved of routine tasks so that they could devote additional time to instruction.

3.40 Activities

3.41 Staff Activities

Teacher assistants performed two types of tasks. First, they did clerical work such as taking attendance, keeping records of supplies and equipment, and distributing materials. Secondly, they aided in the direction of pupils by assisting them individually or in small groups, helping to mark pupils' written work, proctoring class tests, and compiling resource materials for classroom use.

A workshop was conducted for teacher assistants.

3.60 Personnel and Logistical Problems

Articulation of scheduling occurred with sufficient frequency to warrant mention. Teacher assistants had to have enough notice of employment to arrange scheduling in both their college programs and in the schools where they worked. Quarter systems in some colleges compounded this difficulty.

4.00 EVALUATION

4.10 Design

Component objectives were evaluated according to the following variables: administrative, teacher, and teacher assistant (TA) ratings of component effectiveness; and inservice participant ratings.

The following instruments were employed to collect information on the variables:

- -Form 101D, Midyear Administrative Evaluation
- -Form 105A, Teacher Questionnaire
- -Form 105B, Teacher Assistant Report
- -Form 105C, Inservice Evaluation

4.20 Attainment of Objectives

4.21 Objective: To improve achievement levels in specific subject areas.

Since TAs were not uniformly assigned to a specific number of teachers, and since the time spent in a particular assignment and/or with a given group of pupils varied, only an indirect assessment could be made of the objective.

At midyear the teachers rated the help received from TAs as shown in Table A. On a scale ranging from 1 - 4 (Little-Great deal), 57 junior and 42 senior high school teachers rated the additional individual attention given pupils as 3.0 or higher. In other areas measured, an average of 71 percent of junior high school teachers indicated positive pupil benefits, as did 63 percent of senior high school teachers.

TABLE A

TEACHER RATINGS OF TEACHER ASSISTANT HELP RECEIVED

	Individual Attention Given to Pupils Because of TA Help					
LEVELS		FREQUENCY				MEDIAN
	N	Little (1)	Some (2)	Much (3)	Great deal (4)	
Junior High Teachers	83	4	22	32	25	3.0
Senior High Teachers	59	1	16	23	19	3.0

ITEMS	Junior High Teachers (N = 83)	Senior High Teachers (N = 59)
As a result of help received from the TA, there was evidence of:		
Improved pupil achievement	67%	60%
Improved pupil understanding of subject	73	70
More pupil participation	73	67
Increased class interest	71	56

Table A is based on Form 105A.

Typical positive comments were:

-One of the best services that can be given to the classroom teacher.

-The TA is especially valuable in average, below average, and low index classes.

-Very helpful in individual tutoring.

-TA can provide personal relationship for pupils not reached by teacher.

-An almost impossible situation has become a near-model class.

-One of the most practical and realistic approaches to improving education and teaching.

Negative comments centered on the need for "better-trained" TAs.

TABLE B

INSERVICE PARTICIPANT EVALUATION OF TEACHER ASSISTANT POSITION

	JUNIOR HIGH SCHOOL				SENIOR HIGH SCHOOL				
ITEMS	Teacher Assistants	Future supervising teachers	Current supervising teachers	Instructional Coordinators	Teacher Assistants	Future supervising teachers	Current supervising teachers	Instructional Coordinators	OVERALL MEDIAN
N =	51	3	50	10	18	28	8	10	
TA is assigned in his major academic field	60%	--	65%	80%	61%	--	67%	80%	
TA is assigned in his minor academic field	39	--	41	60	45	--	50	75	
TA is using techniques from his college classes	78	--	76	75	67	--	77	71	
Median ranked order (1 to 5, least effective to most effective) of the uses of TA time:									
Working for only ONE teacher	4.7	4.7	4.5	4.7	4.6	4.9	4.7	4.6	4.7
Working for TWO teachers	3.9	3.5	4.0	4.2	3.8	4.0	3.8	3.9	3.9
Working for MORE THAN TWO teachers	2.0	1.3	2.5	3.0	1.8	2.8	2.8	2.6	2.6
Working for DEPT. CHAIRMAN	2.9	3.8	2.7	2.3	3.1	2.3	2.1	3.0	2.8
Working for ADMINISTRATORS	1.7	2.0	1.1	1.5	1.6	1.0	1.1	1.1	1.5
TA checked each statement that applied to his assignment:									
Working for only ONE teacher	44%				84%				
Working for TWO teachers	42				34				
Working for MORE THAN TWO teachers	13				55				
Working for DEPT. CHAIRMAN	15				21				
Working for ADMINISTRATORS	23				3				

Table B is based on Form 105C.

Seventy-eight junior high and 80 senior high school TAs were used in academic classes: English, social studies, mathematics, and science (Table C, Addendum C). These same departments were prime users of teacher clerical assistants and Instructional Materials Centers (See components 104 and 106).

4.22 Objective: To provide inservice education.

After attending an inservice workshop together, teacher assistants, future supervising teachers, current supervising teachers, and instructional coordinators were asked to evaluate the use of the TA. Table B shows comparative responses.

About 60 percent of the TAs said they were assigned classes in their major subject fields. Table B indicates some discrepancy between the responses of TAs and other workshop participants on this and other factors.

Ranking the uses of the TA on a scale of 1 - 5, all participants agreed that the least effective use was in working for administrators and the most effective was working for one teacher. In practice 84 percent of the senior high school TAs and 44 percent of the junior high school TAs did report working for one teacher only. The assignment of lowest incidence (3 percent) senior high TAs was to administrators, while the lowest (13 percent) for junior high TAs was to more than two teachers.

4.23 Objective: To identify specific strengths and weaknesses of the project.

When asked at midyear to list their assigned activities, all of the TAs noted that they graded papers, did clerical work, tutored, and maintained roll books. Table D, Addendum C shows the percentage of TAs performing these and other duties.

Typical TA observations were:

-Excellent way to find out how well-suited one might be for teaching.

-Decision to enter teaching has been strengthened.

-Best to work with only one or two teachers.

-Some teachers do not know "what to do with" TAs.

Responses to "the three most important responsibilities of the supervising teacher" on Form 105C are shown below, in rank order of frequency (high to low):

Teacher Responses	TA Responses
1. Practical classroom experience for TA	1. Teacher explanation of TAs function
2. Joint planning of use of TA	2. Teacher explanation of class goals

3. Demonstration of classroom techniques	3. Practical classroom experience for TA
4. Have TA work with individual pupils	4. Demonstration of classroom techniques

Suggestions made to improve the use of the TA included:

Teacher Responses	TA Responses
1. Improve school-college scheduling	1. Better planning for use of TA
2. Better planning for use of TA	2. Increase TA contact with pupils
3. Assign TA to no more than one or two teachers	3. Better orientation of faculty to TA program
4. Increase TA contact with pupils	4. Assign TA to no more than one or two teachers

The certificated staff and the TAs agreed that the major TA assignments were in rank order: (1) clerical work, (2) assistance to individual pupils, (3) tutoring of small groups, and (4) room management. They further agreed that the misuses of the TA were (greatest to least): (1) used as a clerk, (2) not used professionally, (3) given non-classroom assignments, (4) given supervisorial duties, or (5) assigned to too many teachers.

Twenty-three administrators indicated (on Form 101D) that they placed a high value on the program. Typical comments were:

-Their most valuable contribution is in instructing small groups.

-This program has definitely improved the achievement levels of pupils.

-Enlarge the scope if possible to include all teachers.

-Give the TAs more opportunity to work with pupils. De-emphasize clerical work.

-From a recruitment standpoint alone, it would be worth expanding this program.

4.30 Outcomes

Teacher assistants provided services to schools,thus increasing teacher time available for instructional planning and for work with individual pupils.

Eighty-three percent of TA time was allocated to English, social studies, mathematics, and science in junior high schools,and 84 percent for the same subjects in senior high school.

Teacher assistant, teacher, and administrator comments on component effectiveness were strongly favorable.

5.00 CONCLUSIONS

Teacher assistant time provided teachers the opportunity to accomplish instructional tasks which otherwise might not have been done.

English, social studies, mathematics, and science teachers used the bulk of TA time.

Approximately one-sixth of the TA time was used for nonacademic and administrative tasks.

The component was considered effective by teachers and administrators.

6.00 RECOMMENDATIONS

Greater effort should be made to use teacher assistants in practical classroom situations, preferably with only one or two teachers. Clerical tasks for TAs should be very limited.

More preplanning is needed to coordinate TA assignments with regard to school and college semesters, working hours, and academic majors and minors.

ESEA Secondary Design #105

COMPONENT: Teacher Assistant Program

OBJECTIVES	DEPENDENT VARIABLES	ASSESSMENT DEVICES	COMMENTS
To improve achievement levels in specific subject areas	Teacher ratings of services	Teacher Questionnaire (105A)	Teachers reported and rated services received from teacher assistants
	Teacher assistant ratings	Teacher Assistant Report (105B)	Report of activities by teacher assistants
To provide inservice education	Ratings by participants	Inservice Evaluation (105C)	Participants rated each workshop
To identify specific strengths and weaknesses of the project	Ratings by administrators	Midyear Administrative Evaluation (101D)	All administrators

PROJECT NAME	Teacher Assistant Program	**Code** 105
Beginning date	9-11-67	**Ending date** 6-14-68

Grade Level	PUPIL ENROLLMENT	
	Public	Nonpublic
Preschool		
K		
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
Ungraded	14,500	
TOTAL		

NUMBER OF ADULT PARTICIPANTS

School Personnel	111
Parents	
Community Personnel	325

Plus Supportive Services

PROJECT COST $ 347, 527

ADDENDUM B

TABLE C

DEPARTMENTAL DISTRIBUTION OF TEACHER ASSISTANTS

DEPARTMENTS	FREQUENCY	
	Junior High School N = 95	Senior High School N = 96
HIGH USERS		
English	37	31
Social Studies	19	20
Mathematics	11	21
Science	11	8
LOW USERS		
Industrial Arts	4	8
Home Economics	10	0
Physical Education	0	3
Administration	0	3
Music	2	0
Student Achievement Center	1	1
Art	0	1

Table C is based on Form 105B.

TABLE D

TYPICAL ACTIVITIES OF TEACHER ASSISTANTS

ACTIVITIES	Percentage of TAs Participating
Grading papers and tests	100
Clerical activities	100
Tutoring individuals or small groups	100
Entering grades and taking roll	100
General classroom activities	70
Giving tests	35
Working on bulletin boards	35
Working on supplies	28
Audio-visual	28
Preparing tests	23
Working in administrative offices	23
School supervision	10
General student activities	10

N= 201

Table D is based on Form 105B.

INSTRUCTIONAL MATERIALS CENTERS

Division of Secondary Education

1.00 DESCRIPTION

Four Instructional Material Centers (IMC) provided technical, illustrative, and limited clerical assistance to teachers in the development of instructional materials and in the use of specialized equipment. Custom-designed overhead projector transparencies, slides, charts, and displays were prepared. One instructional media technician, one illustrator, and one intermediate clerk-typist staffed each center of this continuing component. All centers are housed in specially-designed rooms.

2.00 OBJECTIVES

-To improve achievement levels in specific subject areas

-To provide inservice education

-To identify specific strengths and weaknesses of the project

3.00 IMPLEMENTATION

3.10 Duration of Component and Number of Schools

This component was conducted from September 11, 1967 through June 14, 1968 at two junior and two senior high schools.

3.20 Pupils

Pupils in grades seven through 12 in these four schools received indirect services of the staff.

3.40 Activities

3.41 Staff Activities

The consultant and selected audio-visual coordinators at each school led local inservice workshops each semester to inform and train the staff in the use of media equipment and material production. Throughout the year, the technician and illustrator provided designs and produced instructional materials for teachers in these schools.

3.42 Pupil Activities

Pupils participated in the use of specialized materials and custom-designed overhead transparencies, slides, charts, displays, and other audio-visual aids.

3.50 Specialized Materials, Supplies, and Equipment

The centers contained equipment for taking and projecting films, and included slide programmers, projectors, and filmstrip previewers. Each IMC also was equipped with tape recorders, record players, head sets, infrared and diazo copiers, drafting equipment, and illustrative and production supplies.

3.60 Personnel and Logistical Problems

At midyear, teachers in their evaluation of IMC indicated a need for a certificated person in each center on a full-time basis to serve as "translator" between teachers and technicians.

Purchase of equipment was restricted by both State and school district policy which limited purchase of foreign equipment and thus seriously affected the purchase of items for experimental use in the component.

Security in the centers was a problem. There was no insurance coverage for the $34,000 worth of materials and equipment in each center. Although the loss by theft was relatively small, about $600, the possibility of much greater loss was constant.

The centers' services were in such great demand that space, materials, equipment, and personnel proved to be inadequate.

4.00 EVALUATION

4.10 Design

Component objectives were evaluated according to the following variables: pupil and teacher ratings of materials, inservice ratings, and staff evaluation of the IMC.

The following instruments were designed to collect information on the variables:

- -Forms 106A and 106C, Inservice Workshop Evaluation
- -Forms 106B, Teacher Use of IMC Materials.
- -Form 106E, Pupil Rating Scale (of IMC materials)
- -Form 106F, Teacher Rating of Instructional Materials
- -Form 106G, Teacher Evaluation

In addition, structured oral interviews were conducted with administrators of IMC schools.

4.20 Attainment of Objectives

4.21 Objective: To improve achievement levels in specific subject areas.

IMC services were available to the entire school staff at each center. Since use of the center was voluntary, pupil achievement could be measured only indirectly through teacher and pupil ratings of specific IMC materials and staff evaluation of the component.

At year-end, 16 classes were randomly selected from English, foreign language, industrial drawing, mathematics, science, secretarial science, and social studies classes. The teachers and pupils of each of the 16 classes were asked to choose and evaluate one IMC-produced item. On a 1 - 4 scale (Not Helpful to Very Helpful), the 16 teachers rated the materials 3.6, while 371 pupils rated the materials 3.3.

4.22 Objective: To provide inservice education.

Four IMC inservice educational workshops of eight two-hour sessions each were held in fall 1967. On a 1 - 4 scale (Ineffective to Effective) the participants rated the workshop planning 2.9.

Although participants were paid to attend the workshops, they were almost unanimous in their opinion that they would attend again for credit toward salary increases instead of pay. In a second response, a majority indicated they would attend without either pay or salary credit.

Teachers indicated in a questionnaire that the most valuable techniques learned were the use of the overhead projector and the making of transparencies and overlays for it. Participants noted that insights obtained through the workshop included the realization that a teacher could produce or obtain professional quality instructional materials, and that such materials increased teaching effectiveness.

In spring 1968, beginning workshops for first-time participants and advanced workshops for those who had attended fall 1967 workshops were held. About 50 percent of those attending these workshops were teachers of English or social studies. Teacher ratings of the spring workshops are shown in Table A.

4.23 Objective: To identify specific strengths and weaknesses of the project.

Asked to evaluate the program at midyear, 189 of 379 teachers at the four IMC schools responded (Table B).

The services of both the instructional media technician and the illustrator were highly rated. Seventy-one percent of the respondents felt the need of a certificated instructional materials expert or the IMC staff to expedite center operations by serving as "translator" between teachers and technicians.

At year-end, an analysis was made of teacher requests for IMC services. Table C shows that social studies, English, and science teachers made the greatest number of requests. (These subject departments were also the prime users of teacher clerical assistants and teacher assistants as noted in components 104 and 105.) Requests by non-teaching staff members accounted for 11 percent of the total requests in junior high and four percent in senior high.

All teachers of the four IMC schools were asked at year-end of evaluate the program or identify the reason(s) for not using the IMC services. Table D shows that 96 percent of the respondents used the IMC services and rated all IMC services 3.6 or higher on a 1 - 4 scale. The reason most frequently given for not using the IMC services was "Too busy to investigate".

The principals of the four IMC schools were interviewed. Below are the questions asked and their summarized answers:

Q - What is the reaction of the certificated staff to the IMC and its services?
A - Great! However, there is a need to encourage some of the staff to use the services.

Q - How would you feel about having an off-the-norm certificated instructional materials specialist as part of the IMC staff to improve communication between the classified IMC staff and the certificated school staff?
A - Three principals: Agreed! An off-the-norm certificated specialist is needed. One principal: The funds would be better used in other areas.

Q - How have IMC services affected pupil achievement?
A - Better teaching resulted, although I can't verify that with statistics. It was easier to reach the nonverbal child. Pupil achievement was positively influenced.

Q - What improvements would you suggest for IMC services?
A - Enlarge the staff and facilities. Work to reduce staff turnover. Have the IMCs open on Saturdays and during vacation.

4.30 Outcomes

The IMCs provided illustrative and technical assistance to teachers in the development of instructional materials and in the use of specialized IMC equipment.

English, social studies, and science teachers were the most frequent users of IMC services.

Pupils and teachers in classes using IMC materials rated the materials used as "Helpful" and "Very Helpful".

Seventy-one percent of teachers responding expressed the need for a certificated instructional materials expert on the IMC staff.

Ninety-six percent of the teachers indicated that they used the IMC services.

All principals of IMC schools considered the program outstanding.

5.00 CONCLUSIONS

According to the professional judgment of teachers and principals, IMC services helped pupils improve achievement in subject areas, although this could not be measured directly.

Teachers rated the instructional materials "Very Helpful".

Administrators considered the component outstanding.

6.00 RECOMMENDATIONS

Consider the feasibility of adding a certificated instructional-materials specialist to the school staff.

Enlarge the facilities.

Encourage greater use of the IMC services through improved communication with those not using the services or using the services infrequently.

Study the possibility of providing insurance coverage for materials and equipment.

ESEA Secondary Design #106

COMPONENT: Instructional Materials Center

OBJECTIVES	DEPENDENT VARIABLES	ASSESSMENT DEVICES	COMMENTS
To improve achievement levels in specific subject areas	Pupil and teacher ratings of materials	Pupil Rating Scale (106E) Teacher Rating of Instructional Materials (106F)	Pupils and teachers in IMC classes
To provide inservice education	Ratings by participants	Inservice Workshop Evaluation (106A, 106C)	At completion of each inservice
To identify specific strengths and weaknesses of the project	Ratings by teachers	Teacher Use of IMC Materials (106B) Teacher Evaluation (106G)	Teachers rated IMC materials and services; administrators evaluated IMC services throug structured interview

PROJECT NAME Instructional Materials Center Code 106

Beginning date 9-11-67 Ending date 6-14-68

Grade Level	PUPIL ENROLLMENT	
	Public	Nonpublic
Preschool		
K		
1		
2		
3		
4		
5		
6		
7	1,531	
8	1,407	
9	1,293	
10	1,841	
11	1,474	
12	972	
Ungraded		
TOTAL	8,518	

NUMBER OF ADULT PARTICIPANTS

School Personnel 63

Parents ______

Community Personnel ______

Plus Supportive Services

PROJECT COST $ 245,976

TABLE A

TEACHER RATINGS OF SPRING IMC WORKSHOPS AND MATERIALS

ITEM	FREQUENCY Ineffective 1	 2	 3	 Effective 4	MEDIAN
Overall rating of IMC Workshop	0	0	8	42	3.9
Presentation on use of carousel slide projector, filmstrip projector	0	1	8	31	3.9
Instruction in use of overhead projector	0	1	5	36	3.9
Presentation on use of tape recorder and record player	0	2	7	27	3.8
Individual assistance in preparing materials for classroom	0	0	4	44	3.9

Maximum N = 50

Table A is based on Form 106C.

ADDENDUM C
106

TABLE B

MIDYEAR TEACHER EVALUATION OF USE OF IMC MATERIALS

ITEMS	FREQUENCY
I received specific help in the preparation and use of the following materials:	
Graphics	57
Visual	72
Audio	55
Clerical	49
The IMC has assisted pupil learning by:	
Providing concrete materials for pupils to manipulate	24
Providing visual or other items that clarify explanations	97
Providing enrichment materials beyond normal scope of course	61
Other	5
As a result of help received from the IMC in my school there was evidence of:	
Increased class interest	79
More student participation	56
Improved understanding of subject	73
Greater creative student response	39

Table B is based on Form 106B. Unduplicated N = 189

TABLE C

TEACHER REQUESTS FOR IMC SERVICES

DEPARTMENT	JUNIOR HIGH SCHOOL			SENIOR HIGH SCHOOL		
	Number of teachers	Number of requests	Mean no. of requests	Number of teachers	Number of requests	Mean no. of requests
Agriculture	1	8	8	2	13	7
Art	10	99	10	7	70	10
Business Education	4	17	4	19	158	8
Driver Education	0	0	0	6	81	14
English	30	517	17	37	468	13
Foreign Language	6	70	12	7	52	7
Guidance	2	48	24	6	36	6
Health	0	0	0	6	140	23
Homemaking	10	92	9	8	74	9
Industrial Arts	11	175	16	16	156	10
Mathematics	24	263	11	12	49	4
Music	8	92	12	3	50	17
Non-English Speaking	2	37	19			
Physical Education	20	130	7	17	120	7
Science	13	389	29	19	436	22
Social Studies	35	573	16	30	469	16
Special Education	7	124	18	3	19	6
Speech	1	1	1	1	2	2
Non-teacher		311			89	

Table C is based on IMC reports.

J.H. N = 184 Teachers
S.H. N = 199 Teachers

TABLE D

YEAR-END TEACHER EVALUATION OF IMC

ITEM	FREQUENCY				MEDIAN
	No value 1	2	3	Much value 4	
IF YOU HAVE USED IMC SERVICES please rate the value of the following:					
Graphic aids, e.g. charts, posters	0	8	31	88	3.9
Visual aids, e.g. slides, transparencies	2	5	24	113	3.9
Audio aids, e.g. records, tapes	3	9	28	74	3.9
Clerical assistance	2	8	22	96	3.9
RATE THE VALUE OF IMC IN STIMULATING:					
Increased class interest	1	12	37	90	3.7
More student participation	5	15	37	77	3.7
Improved pupil understanding of subject	1	11	27	103	3.8
Greater creative pupil response	6	23	31	74	3.6

Maximum N = 144

IF YOU HAVE NOT USED IMC SERVICES please mark the basic reason(s)	FREQUENCY
Not familiar with IMC program	4
No need in my subject assignment	4
Too busy to investigate use of IMC	6
Feel IMC is of little or no value	0
Do not know what help to ask for	2

Table D is based on Form 106G.

Maximum N = 6

STUDENT ACHIEVEMENT CENTER COUNSELING

Division of Secondary Education

1.00 DESCRIPTION

Student Achievement Center (SAC) counselors provided intensive counseling service to all pupils enrolled in the Reading-Centered Instruction (RCI) and College Capable classes, and to those pupils participating in senior high school Exploratory Work Experience Education (EWEE). This new program provided resource services to parents and teachers of these pupils.

2.00 OBJECTIVES

-To improve the children's self-image

-To change (in a positive direction) the children's attitudes toward school and education

-To increase the children's expectations of success in school

-To increase pupil awareness of vocational and educational opportunities

-To identify specific assets and limitations relating to the learning process

-To assist parents in understanding the educational program of the school

-To provide inservice education

-To identify specific strengths and weaknesses of the project

3.00 IMPLEMENTATION

3.10 Duration of Component and Number of Schools

The component operated from September 11, 1967 to January 26, 1968 at 12 junior and 11 senior high schools, and from January 29, 1968 to June 14, 1968 at 12 junior and 12 senior high schools.

3.20 Pupils

Approximately 5500 pupils enrolled in RCI and College Capable classes, and 175 in EWEE, were served by SAC counselors. Pupils were selected for the instruction component on either reading-need criteria or college-capable criteria.

The SAC counselor had a major responsibility in the intake (screening, selecting, and placing) of pupils into each of these programs.

3.40 Activities

3.41 Staff Activities

Counselor activities included individual counseling, some group counseling, educational and vocational guidance, parent conferences, teacher and staff conferences relating to pupil needs, administration of standardized tests, intake procedures, and diagnostic evaluation to assist teachers in developing individualized instructional approaches. Counselors maintained records, provided evaluative information and data, and coordinated these activities with the ongoing counseling program of the school.

SAC counselors participated in 18 workshop sessions led by the SAC counseling specialist and a university expert. These workshops included multicultural sensitivity via small-group interaction to share common problems, techniques, experiences, and ideas. Other topics and activities included counseling techniques, administration of diagnostic tests, working with parents and teachers, understanding reading and learning difficulties, and self-concept development.

3.42 Pupil Activities

Pupils were selected for counseling through referrals from school staff and parents, as well as through self-referrals.

3.60 Personnel and Logistical Problems

It was difficult to find fully-credentialed and experienced counselors to fill vacancies as they occurred.

The SAC counseling program, according to some, tended to interfere with morale of the regular counseling staffs. Factors which may have contributed to this were:

1. SAC counseling, by the nature of the assignment, had less counselees than did regular counseling

2. The work station was generally not in the regular counseling office, limiting communication

3. Lack of communication contributed to misunderstanding, by the regular counselors, of the intensive nature of SAC counseling

SAC counselors were not provided regular clerical assistance during the fall 1967 semester. A clerk to serve counseling components was authorized for the spring 1968 semester, but personnel were not available to fill all positions.

4.00 EVALUATION

4.10 Design

Component objectives were evaluated according to the following variables: changes in pupil scores on an attitude scale; pupil marks in work habits and cooperation; pupil attendance records; changes in pupil estimates of school marks; record of pupil counseling interviews; parent conferences; pupil scores on standardized tests of scholastic ability; parent responses to a questionnaire; counselor ratings of inservice; and ratings of component effectiveness by administrators, counselors, parents, and pupils.

Evaluation of SAC counselor services to EWEE pupils is to be found in component 110.

The following instruments were used to collect information on the variables:

-Form R&D 1, Pupil Personnel Information

-Form 101D, Midyear Administrative Evaluation

-Forms 101G, 102B, Parent Questionnaire

-Form 101J, Quick Measure of Concepts (QMOC)

-Form 102B, Parent Questionnaire

-Form 107A, Midyear Information and Evaluation

-Form 107C, Pupil Expectancy Questionnaire (PEQ)

-Form 107D, Pupil Questionnaire

4.20 Attainment of Objectives

4.21 Objective: To improve the children's self-image.

4.22 Objective: To change (in a positive direction) the children's attitudes toward school and education.

4.23 Objective: To increase the children's expectations of success in school.

Since these three objectives were concerned with improvement of attitudes, evaluation of their attainment was combined.

Counselors gave these objectives high ratings when asked how closely they were related to SAC counseling. On a 1 - 4 scale (Remotely Related - Closely Related), the median ratings were 3.8, 3.7, and 3.3 respectively for the first three objectives. Ratings may be found in Table K, Addendum C.

SAC Counselor interview reports for 4742 of the 5512 pupils enrolled indicate a mean of 5.4 interviews per pupil with a total of 25,883 interviews.

The counseling interview was the principal method counselors used in their efforts to improve self-image, change attitudes, and increase expectations of success. Pupils who were in the program for one semester had an average of 4.2 interviews; two-semester pupils had 6.9 interviews. Table A shows percentages of each type of interview held by SAC counselors.

Of 309 SAC pupils who completed a pupil questionnaire, 147 responded to the question, "What did your SAC counselor do for you that helped you most this year?" These comments were evaluated and assigned to the categories represented in Table B.

Data in Table B reveal that pupils felt strongly that their SAC counselors helped them increase their expectations of success and improve their self-image. Pupil comments illustrate this:

> "Talked to me, looked at me, smiled at me, liked me."
>
> "Helped me bring up my grades and become more successful in school."
>
> "Listened to me."
>
> "I was about to give up and take the bad road when she talked and encouraged me to go on through school and make something out of myself instead of dropping out of school with no job and saying I didn't get a chance."
>
> "I have found by speaking to him that I am not alone in this world, that there is somebody to help me when I need help."

Among negative comments received was: "Nothing. He hasn't done anything for me the last semester or ever never."

Three junior and three senior high school SAC counselors selected at random were asked to administer the Quick Measure of Concepts (QMOC) attitude scale in October 1967 and again in May 1968 to one basic reading and one reading improvement class in their schools.

For comparison purposes and to test the reliability of the instrument, QMOC was also given to two different samples of pupils not receiving SAC counseling but attending the component schools. One group was tested twice with a one-week interval between tests. Pre and post mean scores (highest score attainable was 36) and correlations for junior and senior high school pupils are compared in Tables C and D.

Tables C and D show that the differences in mean scores for 12 of 30 comparisons changed in one week as much as or more than the SAC groups changed in one school year. Although the correlation coefficients were higher for the reliability group in all but four cases, only two of 20 were above .80 and 12 of 20 were below .70, indicating considerable instability of pupil response for this one-week test-retest. Reliability analyses of QMOC indicate that results fluctuate too much to permit practical conclusions to be drawn.

Since work habits and cooperation marks reflect teacher estimates of children's attitudes toward school, improvement in these marks probably indicates change in a positive direction. Positive attitudes toward school may also be reflected in good attendance records. Records of these variables were collected for all RCI and College Capable SAC pupils and their mean values are presented in Table E.

Work habits marks improved markedly for three of the four RCI groups reported.

College Capable, senior high, one-semester pupils showed significant improvement in cooperation marks. College Capable, one-semester junior high pupils were very significantly lower in post marks for work habits.

Four of the eight groups reported in Table E showed very significantly greater absence after completing one or two semesters of SAC counseling than they did prior to their enrollment in SAC. There was a general trend of increased absences in target area secondary schools during 1967-68, compared with 1966-67.

The Pupil Expectancy Questionnaire (PEQ) was used to measure changes in expectations of final subject marks from the beginning to the end of a semester. The PEQ was administered by SAC counselors to selected RCI and College Capable classes four times during the 1967-68 school year: during the 9th and 19th weeks of the fall semester, and the 4th and 18th weeks of the spring semester. For comparison purposes the PEQ was given to non-SAC basic reading, reading improvement, and above-average English and history classes at approximately the same intervals.

To test the stability of pupil responses, the PEQ was given again after a one-week interval to certain of the classes in the comparison group. This reliability check is reported in Table L, Addendum C. For predicted (Will Get) marks, five of seven correlations were at or above .90, while changes in one-week pre-post means remained very small. These results indicate acceptable reliability for the PEQ.

Table F reports comparisons for the SAC and comparison groups.

When SAC and non-SAC reading groups were compared, SAC pupils predicted higher mean marks for themselves in 15 out of 16 groups.

Actual final marks were also higher for SAC reading classes than for the comparison groups for both junior and senior high boys and for junior high girls. Senior high SAC reading group girls had a slightly lower mean mark than did the non-SAC group.

In SAC College Capable classes, both boys and girls predicted higher marks for themselves early in the semester than did their non-SAC comparison groups, and the girls at both levels actually received higher final marks. SAC boys, however, received somewhat lower actual marks than did their comparison non-SAC groups.

4.24 Objective: To increase pupil awareness of vocational and educational opportunities.

Counselors reported 10,099 interviews under "Educational planning", about 40 percent of their total interviews (Table A).

Asked on a counselor evaluation how related this objective was to SAC counseling, counselors gave it a median rating of 3.2 on a 1 - 4 (Remotely Related - Closely Related) scale. SAC pupils responded with 147 (55 percent) "Yes" to 118 "No" when asked if they had talked to their SAC counselor about career planning. They answered affirmatively 233 (80 percent) to 60 when asked if they had talked to their counselor about educational planning.

4.25 Objective: To identify specific assets and limitations relating to the learning process.

When additional data regarding individual learning ability and achievement were needed, SAC counselors administered appropriate diagnostic tests. They also administered group tests to obtain I.Q. and achievement scores when such data were not on pupil cumulative records. These testing activities are summarized in Table G.

In Table G, SAC counselees are grouped according to the ethnic majorities of the schools represented. A lower percentage of pupils in predominantly Mexican-American schools were tested than were pupils in predominantly Negro schools. In grades 7 through 12 in predominantly Mexican-American schools 24 percent of SAC pupils were tested, while 55 percent of SAC pupils in predominantly Negro schools were tested. Senior high data indicate only 17 percent of Mexican-American SAC pupils were tested compared to 61 percent of Negro SAC pupils.

Number of pupils receiving individually administered achievement tests, given for diagnostic purposes, are recorded in Table G. The category "Other" applies primarily to group achievement and IQ tests. With the "Other" category eliminated (Table M, Addendum C), the percentages of diagnostic tests which counselors administered were as follows: junior high Negro, 20 percent; Mexican-American, 8 percent; and for senior high Negro, 18 percent; Mexican-American, 3 percent. Of 690 SAC pupils identified as attending predominantly Mexican-American senior high schools, only 21 were given individual diagnostic achievement tests.

Counselors reported 12 percent (3032) of their interviews were for testing (Table H).

4.26 Objective: To assist parents in understanding the educational program of the school.

As related to SAC counseling, 18 counselors gave this objective a 2.9 median rating on a 1 - 4 (Remotely Related - Closely Related) scale (Table K, Addendum C). They attempted to attain the objective by holding 4024 conferences with the parents of 2047 SAC pupils. Parents of 3465 (63 percent) out of a total of 5512 SAC-enrolled pupils had no conference with the SAC counselor. Table H summarizes these totals by ethnic groups.

Comparison shows that parent conferences were held for 50 percent of Negro SAC pupils while parent conferences were held for 20 percent of Mexican-American SAC pupils. Comparing total numbers of conferences, 3192 were held with parents of 3405 Negro pupils,and 832 conferences with parents of 2107 Mexican-American pupils.

A sample of 309 SAC pupils responded to a questionnaire about SAC counseling. Asked if the counselor had talked to their parents, 93 said "Yes", 166 said "No", and 47 said they were "Not sure" (Table I).

In Table N, Addendum C, pupil responses have been organized by percentage of "Yes" responses to each of the questions. Reading-Centered Instruction pupils gave the highest percentage of "Yes" responses to the question, "Has your SAC counselor given you tests?" Less than one-third of the pupils stated that test results had been explained to them.

4.27 Objective: To provide inservice education.

The 23 SAC counselors were divided into two groups. For the fall semester, one group met to receive operational information and to share problems and techniques, while the other group met with a professional consultant to participate in lecture-discussion sessions related to sensitivity-training techniques of individual and group counseling, and self-concept development. At midyear the groups exchanged programs. In addition, six joint sessions were held during the year with the SAC coordinators.

SAC counselors, in evaluating their inservice education, gave the highest median rating, 3.6 on a 1 - 4 scale (Little Value - Extremely Valuable), to the sensitivity meetings (Table J).

4.28 Objective: To identify specific strengths and weaknesses of the project.

Administrators responsible for the SAC program completed a Midyear Administrative Evaluation. Of the 21 administrators who responded, 16 were strongly favorable, three made neutral comments, and two were mildly critical of the component. Some comments follow:

-This program has been extremely well-organized and staffed. Screening and follow-up have been excellent.

-SAC has the only realistic counseling ratio in the city schools.

-More emphasis should be placed on getting the parents involved.

-Counselor should also be available for follow-up service when pupils leave the program.

-Too few pupils benefit from this service.

-A most needed service to individualize reading-centered instruction.

-More time than ever before is given to improve pupil attitudes, study skills, and parent contacts.

-Screening should be more standardized throughout the district.

-The SAC counselor should be trained to become more expert in diagnosing reading problems as an aid to screening for placement.

-The SAC counselor ought to be apprised of any contemplated disciplinary action concerning a SAC pupil.

-The effect definitely lightens the load of vice-principals.

When rating the relationship of their counseling to component objectives, counselors gave the lowest rating (2.9 median) to assisting parents in understanding the educational program of the school. As reported in Table I, 30 percent of pupils responding reported SAC counselor conferences with their parents.

The Midyear Information and Evaluation form asked counselors to respond to questions about the physical facilities provided for counseling. The counselors indicated that many schools had not been able to provide adequate physical facilities for counseling (28 percent), that they lacked sufficient privacy (50 percent), and that pupil records were not easily accessible (33 percent).

Specific pupil reactions to SAC counseling were reported earlier in Tables C, I, and N. Of 147 free-answer comments, only nine were negative. The lowest percentages of "Yes" answers were to questions dealing with parent conferences and explanation of test results.

Detailed parent reactions to the SAC reading and College Capable programs are reported under components 101 and 102. A majority of those parents who responded said they noticed an improvement in their children's attitudes toward school (292 out of 377). Parents indicated (423 to 23) that they felt the program should be continued.

4.30 Outcomes

More than 5500 Reading-Centered Instruction and College Capable SAC pupils were counseled during the 1967-68 school year. Counselors held 25,883 individual interviews for an average of 5.4 interviews with each SAC pupil.

Counselors attempted to improve self-image, improve attitudes toward school and education, and increase pupils' expectations of success. They rated their counseling high in relation to these objectives. Pupils gave high percentages of "Yes" answers to questions relating to these objectives. One hundred of 147 pupil comments related favorably to these objectives.

An attitude scale administered to randomly-selected SAC reading classes and comparison groups did not detect marked changes in attitudes or self-image.

Work habits and cooperation marks improved for SAC reading pupils in both junior and senior high schools. The average number of absences per semester increased very significantly for four of eight SAC groups.

The Pupil Expectancy Questionnaire revealed that in 25 out of 32 pre-post comparisons SAC pupils had higher mean-grade-point-average expectancies than did comparison class pupils. Actual final marks were generally higher for SAC groups than for comparison groups.

Counselors reported that they held 10,554 pupil interviews (about 40 percent of their total interviews) primarily for educational planning. They felt their counseling was closely related (3.2 on a 1 - 4 scale) to the objective of increases in pupil awareness of vocational and educational opportunities. A large majority of pupils (80 percent of the sample responding) said they had talked to the SAC counselor about their educational plans, and 55 percent said they had discussed career plans.

Specific assets and limitations to pupil learning were assessed by testing 2249 pupils (43 percent of all pupils reported). Of these, 723 (14 percent of the total) were given individual diagnostic achievement tests. The percentage of pupils tested in predominantly Negro schools was more than twice the percentage tested in predominantly Mexican-American schools.

Counselors held 4024 conferences with the parents of 2047 SAC pupils. About 37 percent of all parents had one or more conferences with SAC counselors.

A total of 18 inservice meetings of three types were held during the school year and SAC counselors were paid for those which they attended. They gave the highest median rating (3.6) to the sensitivity meetings.

Administrators, counselors, pupils, and parents all commented favorably on the value of the counseling program.

Physical facilities were felt by some counselors to be inadequate.

5.00 CONCLUSIONS

Student Achievement Center Counseling was successful in meeting the objectives specified for it.

SAC counselors provided intensive and specialized counseling services to more than 5500 pupils enrolled in Reading-Centered Instruction and Collece Capable SAC classes. They held pupil interviews to improve self-image and change attitudes, to give diagnostic tests, to provide educational and vocational information, and to help with personal problems.

Parents of 2047 SAC pupils (about 37 percent of the total) participated in conferences with counselors. The proportion of Negro to Mexican-American parents who had conferences was about two and one-half to one.

More than half the SAC pupils in predominantly Negro schools were given diagnostic tests. In predominantly Mexican-American schools, approximately one of every four SAC pupils was tested.

Counselors participated in three types of inservice meetings and gave their most favorable ratings to sensitivity meetings.

Some counselors felt that their offices were inadequate in size and privacy, and that they did not have convenient access to pupil records.

Administrators, counselors, pupils, and parents believed that SAC counseling was a valuable program and should be continued.

SAC reading pupils improved their citizenship marks. Absences increased for both Reading-Centered Instruction and College Capable pupils when compared with the semester prior to SAC enrollment. This was consistent with attendance patterns in the general area.

6.00 RECOMMENDATIONS

Student Achievement Center Counseling should be continued as a separate component.

Counselors should explore ways to increase the number of contacts with parents, especially in predominantly Mexican-American schools.

SFP counselors should determine why fewer Mexican-American than Negro pupils were given diagnostic tests.

The area superintendent and the principals of SAC schools should be asked to explore ways to improve the physical facilities for counseling and to make recommendations to accomplish such improvement.

ESEA Secondary Design #107

COMPONENT: Student Achievement Center Counseling

OBJECTIVES	DEPENDENT VARIABLES	ASSESSMENT DEVICES	COMMENTS
To improve the children's self-image	Changes in scores on attitude scale	Quick Measure of Concepts (101J)	Pre and post to selected reading-centered instruction and college capable pupils
To change (in a positive direction) the children's attitudes toward school and education	Changes in report card marks, in work habits and cooperation, and in attendance records	Pupil Personnel Information (R&D1)	All pupils who completed one year in the program
To increase the children's expectations of success in school	Changes in pupil estimates of school marks	Pupil Expectancy Questionnaire (107C)	Pre and post each semester to selected pupils
To increase pupil awareness of vocational and educational opportunities	Record of interviews for vocational and educational planning	Pupil Personnel Information (R&D1)	All pupils
To identify specific assets and limitations relating to the learning process	Pupil scores on standardized tests of scholastic ability	Standardized Tests	All pupils
To assist parents in understanding the educational program of the school	Parent responses Record of parent conferences	Parent Questionnaire (101G, 102B) Pupil Personnel Information (R&D1)	Selected parents All pupils
To provide inservice education	Ratings by counselors	Midyear Information and Evaluation (107A)	All counselors
To identify specific strengths and weaknesses of the project	Ratings of component effectiveness by administrators, counselors, pupils, and parents	Midyear Administrative Evaluation (101D) Midyear Information and Evaluation (107A) Pupil Questionnaire (107D) Parent Questionnaire (101G, 102B)	Completed by administrator in each school All SAC counselors Selected pupils Selected parents

PROJECT NAME Student Achievement Center Counseling Code 107

Beginning date 9-11-67 Ending date 6-14-68

Grade Level	PUPIL ENROLLMENT	
	Public	Nonpublic
Preschool		
K		
1		
2		
3		
4		
5		
6		
7	2514	
8		
9		
10	2228	
11		
12		
Ungraded	4742	
TOTAL		

NUMBER OF ADULT PARTICIPANTS

School Personnel 29

Parents

Community Personnel

PROJECT COST $ 373,817

TABLE A

SAC COUNSELOR PUPIL INTERVIEWS

LEVEL AND GROUP	INTERVIEWS N	 f	 MEAN	INTERVIEW PURPOSE AS PERCENTAGE OF TOTAL Behavior f	 (%)	Testing f	 (%)	Educ. Planning f	 (%)	Personal Problems f	 (%)	Other f	 (%)
Junior High													
One Semester													
R-CI	1232	5255	4.3	1097	(21)	996	(19)	1626	(32)	1078	(20)	458	(8)
College Capable	271	807	3.0	79	(10)	54	(7)	417	(52)	145	(18)	112	(13)
Two Semesters													
R-CI	793	5490	6.9	1091	(20)	682	(12)	1862	(34)	984	(18)	872	(16)
College Capable	218	1504	6.9	148	(10)	145	(9)	760	(51)	222	(15)	229	(15)
Senior High													
One Semester													
R-CI	942	4678	5.0	700	(15)	623	(13)	2065	(44)	839	(18)	451	(10)
College Capable	253	1054	4.1	51	(5)	81	(8)	605	(58)	146	(13)	171	(16)
Two Semesters													
R-CI	748	4674	6.2	652	(14)	332	(8)	2207	(47)	1199	(25)	284	(6)
College Capable	285	2421	8.5	198	(8)	113	(5)	1012	(43)	543	(23)	555	(21)
One Semester Total	2698	11,794	4.4										
Two Semester Total	2044	14,089	6.9										
Grand Total	4742	25,883	5.5	4016	(16)	3026	(12)	10,554	(41)	5156	(20)	3131	(12)

N = 4742

Table A is based on Form R&D 1.

TABLE B

SAC PUPIL FREE-ANSWER COMMENTS

RESPONSE CATEGORY	FREQUENCY
What did your SAC counselor do for you that helped you most this year?	
Plan program of subjects	2
Educational planning	4
Career planning, increase vocational awareness	12
School marks, school adjustment	20
Improve self-image	30
Change attitude toward school	14
Increase expectations of success in school	56
Negative response	9
Did not comment	162

Table B is based on Form 107D. N = 309

TABLE C

MEAN SCORES ON QUICK MEASURE OF CONCEPTS FOR JUNIOR HIGH

CONCEPT AND GROUP	N	PRE MEAN	POST MEAN	CORRELATION
ME				
SAC Reading - 1 year	37	27.6	28.9	-.04
Comparison - 1 year	50	30.6	29.3	.32
Reliability - 1 week	42	30.4	31.0	.75
MY GRADES				
SAC Reading - 1 year	37	27.5	27.6	.40
Comparison - 1 year	50	28.2	28.6	.22
Reliability - 1 week	42	31.3	30.8	.64
MY FUTURE				
SAC Reading - 1 year	38	30.1	31.4	.28
Comparison - 1 year	52	30.9	30.8	.10
Reliability - 1 week	42	32.0	32.3	.60
MY CLASSMATES				
SAC Reading - 1 year	38	27.1	26.0	.32
Comparison - 1 year	50	27.8	25.8	.45
Reliability - 1 week	43	28.3	28.8	.84
PERSON I'D LIKE TO BE				
SAC Reading - 1 year	36	32.5	32.2	-.09
Comparison - 1 year	51	33.1	31.9	.24
Reliability - 1 week	42	33.6	33.4	.37
MY BEST FRIENDS				
SAC Reading - 1 year	38	30.3	30.9	-.02
Comparison - 1 year	49	32.1	30.9	.25
Reliability - 1 week	42	31.7	31.1	.62
MOST PEOPLE				
SAC Reading - 1 year	38	28.0	24.6	.19
Comparison - 1 year	47	25.5	27.2	.34
Reliability - 1 week	43	26.7	28.0	.68
TEACHERS				
SAC Reading - 1 year	38	28.8	28.4	.30
Comparison - 1 year	49	30.9	28.0	.38
Reliability - 1 week	41	27.9	30.1	.73
COUNSELORS				
SAC Reading - 1 year	36	32.2	31.8	.21
Comparison - 1 year	49	31.2	30.2	.21
Reliability - 1 week	41	32.3	32.2	.51
MY SCHOOL				
SAC Reading - 1 year	36	24.9	25.1	.22
Comparison - 1 year	53	31.5	27.8	.37
Reliability - 1 week	43	25.7	27.5	.71

Table C is based on Form 101J.

TABLE D

MEAN SCORES ON QUICK MEASURE OF CONCEPTS FOR SENIOR HIGH

CONCEPT AND GROUP	N	PRE MEAN	POST MEAN	CORRELATION
ME				
Boys - 1 year	9	25.7	29.2	-.06
Girls - 1 year	17	30.4	31.0	.45
Comparison - 1 year	96	29.4	29.1	.42
Reliability - 1 week	97	28.6	29.4	.64
MY GRADES				
Boys - 1 year	9	25.6	27.4	.23
Girls - 1 year	17	30.0	30.2	.27
Comparison - 1 year	97	27.7	28.4	.48
Reliability - 1 week	100	26.6	27.5	.78
MY FUTURE				
Boys - 1 year	7	31.0	30.3	.23
Girls - 1 year	17	33.0	33.3	.54
Comparison - 1 year	93	31.5	31.2	.60
Reliability - 1 week	100	30.3	30.8	.59
MY CLASSMATES				
Boys - 1 year	7	29.0	26.7	-.51
Girls - 1 year	17	29.4	30.8	.54
Comparison - 1 year	92	29.9	29.0	.36
Reliability - 1 week	98	27.9	28.1	.67
PERSON I'D LIKE TO BE				
Boys - 1 year	9	27.3	31.3	.16
Girls - 1 year	17	34.3	35.0	-.18
Comparison - 1 year	97	33.1	32.8	.27
Reliability - 1 week	98	32.5	32.0	.60
MY BEST FRIENDS				
Boys - 1 year	8	28.6	29.1	.57
Girls - 1 year	17	33.2	30.9	-.26
Comparison - 1 year	96	31.6	30.4	.36
Reliability - 1 week	99	29.9	29.8	.70
MOST PEOPLE				
Boys - 1 year	9	25.7	25.9	-.34
Girls - 1 year	17	26.4	28.7	.14
Comparison - 1 year	97	25.4	25.9	.37
Reliability - 1 week	96	25.4	27.0	.40
TEACHERS				
Boys - 1 year	9	23.3	27.8	-.27
Girls - 1 year	17	27.1	30.5	.53
Comparison - 1 year	96	29.4	29.5	.28
Reliability - 1 week	98	29.1	29.4	.64

CONTINUED ON NEXT PAGE

TABLE D (cont.)

MEAN SCORES ON QUICK MEASURE OF CONCEPTS FOR SENIOR HIGH

CONCEPT AND GROUP	N	PRE MEAN	POST MEAN	CORRELATION
COUNSELORS				
Boys - 1 year	9	31.3	31.0	.44
Girls - 1 year	17	30.5	32.5	.30
Comparison - 1 year	96	31.6	32.0	.55
Reliability - 1 week	100	31.0	30.4	.74
MY SCHOOL				
Boys - 1 year	8	29.0	30.0	-.09
Girls - 1 year	17	31.2	32.5	.14
Comparison - 1 year	95	31.3	30.6	.41
Reliability - 1 week	100	29.4	29.4	.82

Table D is based on Form 101J.

TABLE E

AVERAGE CITIZENSHIP MARKS AND ATTENDANCE OF SAC COUNSELEES

Group and Level	N	Work Habits		Cooperation		Days Absent	
		Pre	Post	Pre	Post	Pre	Post
Reading-Centered Instruction							
Junior High							
One semester	560	1.10	1.16**	1.26	1.27	9.81	9.67
Two semesters	716	1.17	1.18	1.27	1.30	10.01	12.69**
Senior High							
One Semester	275	.98	1.07*	1.20	1.22	10.09	12.47**
Two Semesters	543	1.08	1.17**	1.30	1.31	10.19	13.08**
College Capable							
Junior High							
One Semester	135	1.54	1.40**	1.54	1.47	5.88	7.68
Two Semesters	135	1.50	1.46	1.57	1.58	5.74	7.39
Senior High							
One Semester	184	1.30	1.33	1.40	1.49*	7.71	9.39
Two Semesters	184	1.48	1.44	1.65	1.65	5.73	8.92**

Table E is based on Form R&D 1.
* Sig. at .05
** Sig. at .01
GPA is based on: E=2, S=1, U=0.

TABLE F

PUPIL EXPECTATIONS OF MARKS AND ESTIMATES OF ABILITY

Group	N	PREDICTED MEAN MARKS						ACTUAL MEAN MARKS	
		Will Get			Could Get				Corr. c (1)&(2
		Pre	Post (1)	Corr.	Pre	Post	Corr.	Final (2)	
JUNIOR HIGH SCHOOL									
SAC Reading Boys									
Fall	33	2.41	2.39	.59	2.71	2.66	.64		
Spring	14	2.73	2.56	.90	3.27	3.12	.70	2.31	.60
Comparison Reading Boys									
Fall	20	2.24	2.34	.61	3.10	2.95	.69		
Spring	59	2.33	2.36	.63	3.09	3.07	.52	1.93	.63
SAC Reading Girls									
Fall	29	2.59	2.62	.68	3.17	3.09	.72		
Spring	15	2.80	2.65	.47	3.38	3.43	.60	2.24	.74
Comparison Reading Girls									
Fall	13	2.28	2.25	.60	3.23	3.04	.80		
Spring	51	2.46	2.37	.55	3.06	3.24	.49	1.99	.67
SAC College Capable Boys									
Fall	26	3.04	2.91	.82	3.16	3.11	.86		
Spring	27	2.76	2.59	.84	3.41	3.28	.78	2.34	.90
Comparison College Capable Boys									
Fall	102	2.67	2.70	.77	3.35	3.35	.73		
Spring	53	2.77	2.70	.77	3.44	3.36	.83	2.55	.74
SAC College Capable Girls									
Fall	34	3.25	3.34	.85	3.28	3.34	.90		
Spring	31	3.16	3.07	.73	3.65	3.61	.77	2.99	.70
Comparison College Capable Girls									
Fall	108	2.65	2.71	.85	3.37	3.44	.75		
Spring	60	2.73	2.74	.83	3.36	3.38	.82	2.70	.85

(Continued)

TABLE F (Cont.)

PUPIL EXPECTATIONS OF MARKS AND ESTIMATES OF ABILITY

Group	N	PREDICTED MEAN MARKS						ACTUAL MEAN MARKS	
		Will Get			Could Get				
		Pre	Post (1)	Corr.	Pre	Post	Corr.	Final (2)	Corr. of (1)&(2)
SENIOR HIGH SCHOOL									
SAC Reading Boys									
Fall	56	2.60	2.44	.47	2.89	2.95	.66		
Spring	27	2.53	2.21	.73	3.00	3.00	.71	2.18	.87
Comparison Reading Boys									
Fall	21	2.24	2.37	.69	3.02	3.16	.73		
Spring	75	1.73	2.17	.53	2.26	3.01	.65	1.78	.66
SAC Reading Girls									
Fall	39	2.62	2.45	.63	2.64	2.65	.86		
Spring	22	2.25	2.11	.73	2.88	2.91	.70	2.07	.78
Comparison Reading Girls									
Fall	19	2.37	2.28	.58	3.23	3.22	.70		
Spring	36	2.16	2.26	.55	2.80	3.02	.64	2.19	.58
SAC College Capable Boys									
Fall	31	2.83	2.57	.71	3.14	2.99	.69		
Spring	22	2.65	2.32	.69	3.44	3.24	.82	2.20	.88
Comparison College Capable Boys									
Fall	61	2.72	2.61	.76	3.42	3.37	.75		
Spring	31	2.20	2.46	.77	2.68	3.23	.52	2.40	.73
SAC College Capable Girls									
Fall	24	2.83	2.51	.75	3.16	2.96	.94		
Spring	15	2.51	2.52	.63	3.23	3.20	.75	2.44	.79
Comparison College Capable Girls									
Fall	32	2.70	2.58	.91	3.43	3.26	.70		
Spring	23	2.52	2.46	.73	3.06	3.38	.68	2.37	.82

Table F is based on Form 101C.
GPA is based on: A=4, B=3, C=2, D=1, F=0.

TABLE G

SAC COUNSELOR TESTING ACTIVITIES

Group			None	Wide Range Achievement	Gilmore	Gray Oral	Other	Percentage Tested
		N	f	f	f	f	f	
JUNIOR HIGH SCHOOL								
One Semester								
Reading Centered Instruction								
Negro		282	127	26	38	52	39	55%
Mexican-American		324	142	4	18	78	82	56
College Capable		260	161	34	16	2	47	38
Two Semesters								
Reading Centered Instruction								
Negro		803	386	14	60	40	303	52
Mexican-American		746	596	12	2	125	11	20
College Capable								
Negro		306	221	27	10	5	43	28
Mexican-American		216	184	16	0	1	15	15
Total Tested: Negro	657	1391	734	67	108	97	385	47
Mexican-American	364	1286	922	32	20	204	108	28
SENIOR HIGH SCHOOL								
One Semester								
Reading Centered Instruction								
Negro		198	10	52	7	46	83	95
Mexican-American		177	63	0	14	5	95	64
College Capable		164	73	0	0	2	89	55
Two Semesters								
Reading Centered Instruction								
Negro		1197	402	39	76	58	622	66
Mexican-American		368	368	0	0	0	0	0
College Capable								
Negro		422	293	0	3	49	77	31
Mexican-American		145	143	0	1	1	0	1
Total Tested: Negro	1112	1817	705	91	86	153	782	61
Mexican-American	116	690	574	0	15	6	95	17
Grand Totals: Negro	3208		1439					55
Mexican-American	1976		1496					24

Table G is based on Form R&D 1.

TABLE H

PARENT CONFERENCES

Level and Group	N	FREQUENCY				Total Conferences	MEAN Conf. Per Pupil
		None		One or More			
		f	%	f	%		
JUNIOR HIGH SCHOOL							
One Semester							
Reading Centered Instruction							
Negro	270	143	53%	127	47%	252	.93
Mexican-American	317	226	71	91	29	176	.56
College Capable							
Negro	149	83	56	66	44	156	1.10
Mexican-American	102	73	72	29	28	43	.42
Two Semesters							
Reading Centered Instruction							
Negro	797	434	54	363	46	726	.91
Mexican-American	736	612	83	124	17	243	.33
College Capable							
Negro	298	166	56	132	44	290	.97
Mexican-American	210	164	78	46	22	81	.39
SENIOR HIGH SCHOOL							
One Semester							
Reading Centered Instruction							
Negro	193	117	61	76	39	112	.58
Mexican-American	172	94	55	78	45	168	.98
College Capable							
Negro	96	27	28	69	72	141	1.50
Mexican-American	64	61	95	3	5	3	.47
Two Semesters							
Reading Centered Instruction							
Negro	1186	631	53	555	47	1060	.89
Mexican-American	365	325	89	40	11	111	.30
College Capable							
Negro	416	174	42	242	58	455	1.10
Mexican-American	141	135	96	6	4	7	.05
Totals	5512	3465	65%	2047	35%	4024	.73
Total, Negro	3405	1775	50	1630	50	3192	.93
Total, Mexican-American	2107	1690	80	417	20	832	.39

Table H is based on Form R&D 1.

N = 5512

TABLE I

PUPIL RESPONSES TO QUESTIONNAIRE ON SAC COUNSELING

ITEM	N	PERCENTAGE		
		Yes	No	Not Sure
Has your SAC Counselor:				
(15) talked with your teachers?	308	69%	4%	27%
(16) talked with your parents?	306	30	55	15
(17) given you tests?	309	58	36	6
(18) explained your test results?	283	25	54	21
Have you talked with your SAC Counselor about:				
(19) educational planning (including your subjects for next year)?	303	76	20	4
(20) career planning?	303	48	39	13
(21) improving report card grades?	302	54	37	9
(22) other school problems?	306	36	57	7
(23) personal problems?	302	32	64	4
(24) finding ways to help you become more successful in school?	299	56	27	17

Table I is based on Form 107D.

TABLE J

SAC COUNSELOR RATINGS OF INSERVICE EDUCATION

ITEM	FREQUENCY No Opinion 0	Little Value 1	2	3	Extremely Valuable 4	MEDIAN
Group one (sensitivity)	4	1	1	2	5	3.6
Group two (operations and methods)	1	0	2	5	5	3.3
Joint meetings (with coordinators)	0	1	5	9	2	2.8

Table J is based on Form 107A. Maximum N = 17

TABLE K

SAC COUNSELOR RATINGS - RELATIONSHIP OF COUNSELING TO PROGRAM OBJECTIVES

OBJECTIVES	FREQUENCY Not determined at this time 0	Remotely Related 1	2	3	Closely Related 4	MEDAIN
To improve the children's self-image	0	0	0	5	13	3.8
To change (in a positive direction) the children's attitudes toward school and education	1	1	0	6	10	3.7
To increase the children's expectations of success in school	0	0	2	8	7	3.3
To increase pupil awareness of vocational and educational opportunities	0	1	3	7	7	3.2
To identify specific assets and limitations relating to the learning process	1	2	2	8	5	3.1
To assist parents in understanding the educational program of the school	0	0	5	9	4	2.9

Table K is based on Form 107A. Maximum N = 18

TABLE L

PUPIL EXPECTANCY QUESTIONNAIRE, TEST-RETEST RELIABILITY

GROUP	N	MEAN GRADE POINT AVERAGE (GPA) Will Get Pre	Will Get Post	Will Get Corr.	Could Get Pre	Could Get Post	Could Get Corr.
JUNIOR HIGH							
Reading, Boys and Girls	14	2.39	2.32	.95	3.33	3.33	.74
College Capable, Boys	12	3.07	3.06	.90	3.62	3.54	.88
College Capable, Girls	14	3.21	3.18	.97	3.74	3.71	.76
SENIOR HIGH							
Reading, Boys	46	2.18	2.17	.84	3.04	3.01	.73
Reading, Girls	18	2.35	2.37	.93	3.38	3.36	.91
College Capable, Boys	22	2.42	2.37	.85	3.20	3.16	.87
College Capable, Girls	23	2.13	2.10	.91	2.87	2.91	.74

Table L is based on Form 107C.

GPA is based on: A = 4, B = 3, C = 2, D = 1, F = 0.

TABLE M

INDIVIDUAL DIAGNOSTIC TESTS

LEVEL AND GROUP	N	NUMBER TESTED		PERCENTAGE
		None	One or More	
JUNIOR HIGH SCHOOL				
Negro	1391	1119	272	20%
Mexican-American	1286	1186	100	8
SENIOR HIGH SCHOOL				
Negro	1817	1487	330	18
Mexican-American	690	669	21	3
Totals				
Negro	3208	2606	602	19
Mexican-American	1976	1855	121	6
Both	5184	4461	723	14

Table M is based on Form R&D 1.

TABLE N

LEVEL AND GROUP	N	PERCENTAGE OF YES RESPONSES TO QUESTIONS*									
		(15)	(16)	(17)	(18)	(19)	(20)	(21)	(22)	(23)	(24)
JUNIOR HIGH SCHOOL											
Reading Centered Instruction											
Boys	43	77%	44%	88%	29%	40%	26%	47%	35%	40%	50%
Girls	35	82	40	94	34	57	15	48	31	29	40
College Capable											
Boys	36	92	44	58	43	76	71	68	43	39	61
Girls	39	74	44	51	31	74	64	62	51	37	74
SENIOR HIGH SCHOOL											
Reading Centered Instruction											
Boys	43	67	16	86	31	88	38	54	41	28	63
Girls	38	40	24	74	8	92	56	50	2	29	47
College Capable											
Boys	35	63	14	9	3	91	66	51	31	21	50
Girls	40	63	16	5	8	100	58	51	33	33	55

N = 309

Table N is based on Form 107D.
*Questions from Form 107D:
Has your SAC Counselor also:
(15) talked with your teachers?
(16) talked with your parents?
(17) given you tests?
(18) explained your test results?
Have you talked to your SAC Counselor about:
(19) educational planning (including your subjects for next year)?
(20) career planning?
(21) improving report card grades?
(22) other school problems?
(23) personal problems?
(24) finding ways to help you become more successful in school?

EDUCATION AND GUIDANCE COUNSELING

Division of Secondary Education

1.00 DESCRIPTION

In this ongoing program, five consulting counselors, credentialed either as school psychologists or psychometrists, provided consultative services to pupils in secondary schools having the Education and Guidance (E&G) component. In each school, the E&G counselor and teacher worked as a team.

Psychological evaluation identified pupil strengths and provided recommendations which served as bases for consultation with parents and staff members.

An assistant counselor in each participating school was assigned to E&G for one period a day to provide individual counseling. During the school year pupils being considered for enrollment in the class were given attention as time permitted.

2.00 OBJECTIVES

-To improve study skills

-To improve the children's self-image

-To change (in a positive direction) the children's attitudes toward school and education

-To reduce the rate and severity of disciplinary problems

-To identify specific assets and limitations relating to the learning process

-To provide inservice education

-To identify specific strengths and weaknesses of the project

3.00 IMPLEMENTATION

3.10 Duration of Component and Number of Schools

The component was conducted in 15 junior high schools from September 1967 to June 1968. In February 1968 two more schools were added: one junior high and one six-year high school.

3.20 Pupils

Approximately 300 seventh-, eighth-, and tenth-grade pupils participated in counseling services when referred by school staffs and screened by counseling personnel. Pupils chosen for the program were potentially average or better in ability, but lacked the social adjustment necessary to function adequately in the regular program. When it was deemed necessary, a pupil was given a total psychological evaluation, and counseling services were made available.

3.40 Activities

3.41 Staff Activities

Consulting counselors visited project schools one or more days per week. They observed pupils within the classroom, conferred with teachers, attended staff conferences, reviewed records, screened pupils, made psychological evaluations, wrote reports, and attended staff meetings and inservice education seminars. Following consultation with school physicians, counselors, administrators, parents and pupils, referrals were often made to various community agencies.

The E&G assistant counselor worked closely with the E&G teacher, the consulting counselor, and other school staff members.

Consulting counselors participated in 24 two-hour workshops and two six-hour workshops that featured both encounter group experiences and training in the psychological assessment of disadvantaged youth. University experts served as leaders.

E&G assistant counselors participated in 12 two-hour workshops planned for orientation, explanation of operating procedures, and problem solving. Two eight-hour workshops and two six-hour workshops provided basic encounter group experiences. One two-hour seminar was held to discuss the problems of the E&G component.

3.42 Pupil Activities

Pupils were observed, interviewed, and counseled. When necessary, appropriate psychological tests were administered to assess developmental lags in the pupil's learning process. Each pupil had an opportunity to confer with the consulting counselor about his strengths and weaknesses, and was made a partner in planning for the future.

3.60 Personnel and Logistical Problems

Certificated personnel were not available to fill all the openings for E&G assistant counselors.

Due to the extremely heavy regular counseling load, many assistant counselors allowed the time given to them for E&G to be diverted into the regular program.

Some principals assigned other responsibilities to fill the E&G counseling period, such as grounds supervision and teacher substitution.

Considerable pressure was felt by many assistant counselors due to their assignments as auxiliary teachers. Since regular counseling loads were not reduced, the few dollars of reimbursement as auxiliary teachers did not compensate for counselors' feelings of being overworked.

For those enrolled in university classes, attendance at inservice meetings proved very difficult. Some schools were not represented at inservice sessions during the entire school year.

4.00 EVALUATION

4.10 Design

Component objectives were evaluated according to the following variables: pupil marks in subjects, work habits, and cooperation; changes in pupil scores on an attitude scale; number of disciplinary referrals, suspensions, and social adjustment transfers; number of psychological case studies completed; participant ratings of inservice; and administrator and staff ratings of component effectiveness.

The following instruments were used to collect information on the variables:

-Form R&D 1, Pupil Personnel Information

-Form 101J, Quick Measure of Concepts

-Form 101D, Midyear Administrative Evaluation

-Form 108A, Midyear Information and Evaluation

-Form 108B, Counselor-Teacher Rating Scale

-Form 103C, Inservice Evaluation

4.20 Attainment of Objectives

4.21 Objective: To improve study skills.

Pupil marks in subjects and work habits were recorded for all E&G pupils for the semester prior to participation in the program and again at the end of the school year. For spring 1968 a pupil pool was established from seven schools, and pupils were randomly selected from this pool for participation in the program. Subject and work habit marks were recorded for the experimental group and for an equal number who were designated as the control group. Data for these groups are for one semester.

During school year 1967-68, three E&G groups were evaluated:

-ESEA Title I, Selected: pupils randomly selected at one senior and seven junior high schools, which were also randomly chosen for racial representation. Program duration was one semester.

-Comparison: pupils randomly selected from the E&G waiting lists at the same eight schools and given the same tests as the ESEA Title I, Selected group.

-ESEA Title I: pupils in the regular E&G program in the remaining nine schools. Length of stay in E&G ranged from one to three semesters.

Comparisons of pre and post marks for all junior high participants are shown in Table A. The ESEA Title I, Selected group improved significantly in subject achievement, work habits, and cooperation. The one semester ESEA Title I group also improved in the three areas, but the gain was significant for subject and cooperation marks only. The comparison group showed no significant improvements. Pupils who had been in E&G for a year or more indicated no measured improvement in the three variables studied.

Not shown in Table A is the fact that one- and two-semester E&G pupils who left the program before spring 1968 did improve significantly in subject marks. The senior high group (N ranged from 5 to 10), also not in Table A, improved significantly in subject marks, while its comparable group made no gains in any of the three areas.

4.22 Objective: To improve the children's self-image.

Table B summarizes pre-post scores on the QMOC attitude measure for all four groups studied. The low Ns reflect a 46 percent average loss of subjects attributable to transfers and chronic absenteeism during the year. In understanding the mean scores, note that the highest obtainable score was 36. Because of the small group size, reliability comparisons on QMOC as a testing device were inconclusive. For discussion of QMOC reliability for larger groups of pupils in the same schools, see Student Achievement Counseling #107.

Mexican boys in the experimental group seemed to change positively (though not significantly) in related attitudes toward school and school personnel. They also indicated a slight positive change in attitudes related to self but no change in attitudes toward others. The comparable group, on the other hand, showed negative or no change on nine out of 10 concepts, with "My Grades" and "My Best Friend" exhibiting significant negative movement.

The experimental group of Mexican girls exhibited a significant drop for "Me" and slight positive advances in five of the other concepts. The comparable group showed significant positive change in attitudes toward "My Future". Discussion of these results is constricted by the small number of cases.

Negro boys in both groups showed no major changes in attitudes.

Negro girls in the experimental group demonstrated significant drops in attitude toward "My Grades" and "My Future", and generally negative scores for six of the remaining eight concepts. The comparable group regarded "Counselors" much more positively than before. The caution associated with small Ns needs to be repeated here.

E&G assistant counselors and consulting counselors held pupil interviews with three specific objectives in mind: (1) to improve children's self-image; (2) to change children's attitudes toward school and education; and (3) to reduce the rate and severity of disciplinary problems. The number of interviews and their categories related to the objectives are shown in Table C.

E&G consulting and assistant counselors saw pupils mainly in relation to behavior and personal problems. While testing was the next focus of attention for consulting counselors, assistant counselors were attending to problems of educational planning. Each group of counselors devoted 18 percent of its time to areas which could not be classified. Consulting counselors averaged nearly 10 contacts per E&G pupil, two more than assistant counselors.

4.23 Objective: To change (in a positive direction) the children's attitudes toward school and education.

Improvement in cooperation marks is interpreted to indicate positive change in attitude. Table A reported pre and post marks in cooperation for all E&G and control pupils. Both ESEA one-semester groups showed a significant improvement in cooperation marks as compared to their respective control groups.

Mean scores for the concept "School" from the QMOC, pre and post, were presented in Table B. On this attitude inventory, all Mexican-American groups regarded concepts related to school more positively than did the Negro groups.

A comparison of attendance patterns for E&G pupils in the regular program with experimental and control group pupils is reported in Table D. The holding power of the program is estimated by comparing the pre and post number of days absent for ESEA and comparison groups.

The data in Table D indicate that the junior high comparison pupils exhibited significant increased absenteeism.

4.24 Objective: To reduce the rate and severity of disciplinary problems.

Vice principals' records were used to gather the number of disciplinary referrals for experimental pupils enrolled in E&G classes and for pupils in the control group. A record was also made of all experimental and control pupils who had referrals considered serious and who were given social adjustment transfers during spring 1968. These comparisons are reported in Table E. As shown in this table, the experimental group had more general referrals than the control group, more serious referrals (such as fighting, using profanity, carrying a knife), and more social adjustment transfers, but fewer suspensions.

4.25 Objective: To identify specific assets and limitations relating to the learning process.

Consulting counselors completed individual psychological studies for 232 E&G pupils (73 percent of the total enrolled). Testing activities are summarized in Table F.

Consulting counselors and E&G assistant counselors held conferences with teachers, guidance staff members, parents, and administrators and initiated case conferences. They interpreted test and psychological study results and pupil needs to those concerned. The total of such conferences is reported in Table G. It can be seen from this table that consulting counselors conferred mostly with teachers (43 percent) and guidance staff (26 percent). This tendency was also true of assistant E&G counselors, with 41 percent and 24 percent respectively. However, consulting counselors had more conferences with administrators, and assistant counselors had more conferences with parents.

4.26 Objective: To provide inservice education.

Only E&G assistant counselors were paid to attend inservice meetings during the 1967-68 school year. Table H shows the ratings of the inservice program by both E&G counselors and consulting counselors. The sensitivity sessions were rated favorably by almost two-thirds of those responding. Six of 10 counselors felt the problem-solving session was of value.

The majority of participants in two spring workshops indicated by their comments that more attention should be directed toward discussing "real" problems and specific solutions. Unstructured discussions should be avoided, respondents added. They also expressed high praise of the group leaders and wanted to work with these men again.

4.27 Objective: To identify specific strengths and weaknesses of the project.

Administrators in each school who were responsible for the E&G program commented on its effectiveness in a midyear evaluation. Ten of the 15 administrators responding commented favorably. There were four neutral comments and one mildly negative comment. These are characteristic:

-All objectives are being met fairly well except for changes in pupil attitudes toward school and education.

-Counseling program was most effective.

-Program has real value in aiding students with social, emotional, and educational problems.

-Much inservice education needed.

E&G assistant and consulting counselors were asked to make a midyear evaluation of the component. The physical setting for counseling was judged not adequate by 7 of 14 respondents. Typical comments of those who responded negatively are these:

-No privacy at all.

-Office is shared with another counselor.

-Consulting counselor must use health office, waiting room of SAC office, halls, counselor's office, etc.

Counselors rated progress toward E&G objectives. Table I reports their responses. Most counselors (consulting and assistant), felt the objectives had been well realized, but almost half of the assistant counselors were not sure that the program was improving study skills.

At year-end, component personnel were again asked to evaluate the component. Their ratings are given in Table J.

Respondents believed that the program was of some value in helping pupils achieve component objectives. Ratings indicated that lack of time for clerical tasks, and follow-ups and lack of sufficient space continue to be problems.

Staff comments point out these strengths:

-Many pupils show improved attitudes and behavior.

-Small classes allow pupils to be helped individually.

- -Administrative support has strengthened the program.
- -Materials and equipment are in sufficient supply and of acceptable quality.

These comments by the same personnel reflect their thoughts on component weaknesses:

- -Follow-ups are lacking.
- -Clerical help is inadequate.
- -There is a lack of communication among component personnel.
- -Pupils resent the stigma they associate with being in the E&G class.

Of parents responding to a year-end questionnaire, most felt that their children "read more" during the year, improved their study habits, and "learned more". These same parents also believed overwhelmingly that their children's attitudes changed positively. The majority of parents responding favored continuation of the E&G program.

4.30 Outcomes

Both one-semester groups of junior high E&G pupils improved significantly over comparable comparison groups in subject and cooperation marks. The ESEA Title I, Selected group also had significant gains in work habits. Selected senior high E&G pupils made significant gains in subject marks.

Junior high comparison pupils had significantly increased absenteeism.

Though samples were small and results variable, attitudes toward self-concepts improved more for Mexican-American, than for Negro pupils. The boys' experimental groups both tended to show more positive change than did the girls' experimental groups.

Consulting counselors and assistant counselors met and conferred primarily with teachers and guidance staff members.

Parents were pleased with the progress of their children in study skills and attitudes, and favored the continuation of the program.

5.00 CONCLUSIONS

Significant improvement was shown in classroom performance and in study skills.

The component was effective, as judged by parents and administrators.

Parents favored the continuation of the program.

Teachers indicated that the program was of value, and both teachers and counselors urged the continuation of inservice education.

6.00 RECOMMENDATIONS

The program should be continued.

Inservice offerings should be strengthened.

Further investigate factors which may reduce the rate and severity of disciplinary problems.

Consideration should be given to budgeting more time for follow-up of pupils who leave the program.

Expansion of time should also be considered for clerical tasks.

ESEA Secondary Design #108

COMPONENT: Education and Guidance Counseling

OBJECTIVES	DEPENDENT VARIABLES	ASSESSMENT DEVICES	COMMENTS
To improve study skills	Pupil marks in subjects and work habits	Pupil Personnel Information (R&D1)	All pupils
To improve the children's self-image	Changes in scores on attitude scale	Quick Measure of Concepts (101J)	All experimental and comparison pupils, spring semester 1968
To change (in a positive direction) the children's attitudes toward school and education	Pupil marks in cooperation	Pupil Personnel Information (R&D1)	All pupils
	Changes in scores on attitude scale	Quick Measure of Concepts (101J)	All experimental and comparison pupils, spring semester 1968
To reduce the rate and severity of disciplinary problems	Number of vice principal contacts and social adjustment transfers	Pupil Personnel Information (R&D1)	Summary of vice principal records for selected pupils Pupils who completed the year in experimental and comparison groups
To identify specific assets and limitations relating to the learning process	Reports of psychological case studies	Pupil Personnel Information (R&D1)	All pupils
To provide inservice education	Participant ratings	Midyear Information and Evaluation (108A) Inservice Evaluation (103C)	All E&G teachers, assistant counselors, and consulting counselors
To identify specific strengths and weaknesses of the project	Administrator comments	Midyear Administrative Evaluation (101D)	Administrator in school responsible for program
	Teacher, counselor, and consulting counselor ratings	Midyear Information and Evaluation (108A)	All E&G teachers, assistant counselors, and consulting counselors
		Counselor-Teacher Rating Scale (108B)	All personnel in component

PROJECT NAME Education and Guidance Counseling Code 108

Beginning date 9-11-67 Ending date 6-14-68

Grade Level	PUPIL ENROLLMENT	
	Public	Nonpublic
Preschool		
K		
1		
2		
3		
4		
5		
6		
7	147	
8	148	
9		
10	13	
11		
12		
Ungraded		
TOTAL	308	

NUMBER OF ADULT PARTICIPANTS

School Personnel	32
Parents	
Community Personnel	

PROJECT COST $ 109,653

108

TABLE A

PRE AND POST MEANS FOR MARKS IN SUBJECTS, WORK HABITS, AND COOPERATION

Item and Group	No. of Semesters	N	Pre Mean	Post Mean	Correlation
SUBJECT ACHIEVEMENT					
ESEA Title I, Selected	1	49	1.54	2.06**	.49
Comparison	1	56	1.52	1.53	.49
ESEA Title I	1	104	1.34	1.80**	.39
ESEA Title I	2	18	1.83	1.70	.46
ESEA Title I	3	6	1.28	1.48	.79
WORK HABITS					
ESEA Title I, Selected	1	50	.68	.97**	.40
Comparison	1	52	.73	.70	.35
ESEA Title I	1	95	.61	.89	.36
ESEA Title I	2	17	.81	1.06	-.19
ESEA Title I	3	5	.55	.70	.61
COOPERATION					
ESEA Title I, Selected	1	46	.97	1.12*	.52
Comparison	1	53	.94	.93	.56
ESEA Title I	1	103	.74	.97**	.39
ESEA Title I	2	17	.82	.93	.32
ESEA Title I	3	4	.85	1.04	-.02

Table A is based on Form R&D 1. *Sig. at .05 **Sig. at .01

TABLE B

QUICK MEASURE OF CONCEPTS

CONCEPT	Mexican-American Boys			Mexican-American Girls			Negro Boys			Negro Girls		
	N	PRE MEAN	POST MEAN	N	PRE MEAN	POST MEAN	N	PRE MEAN	POST MEAN	N	PRE MEAN	POST MEAN
ME												
ESEA Title I	3	29.67	28.67	5	30.00	25.50*	15	27.86	27.86	7	28.43	26.43
Comparison	9	25.38	25.75	2	27.00	29.00	7	27.80	25.60	7	33.00	32.50
MY GRADES												
ESEA Title I	3	19.33	20.67	5	25.40	26.40	15	28.07	29.00	7	32.57	25.14*
Comparison	9	22.33	18.78*	2	.00	.00	7	22.43	21.86	7	28.29	29.57
MY FUTURE												
ESEA Title I	3	27.33	31.33	5	33.40	31.20	15	30.92	28.00	7	32.80	25.40**
Comparison	9	28.44	30.33	2	28.00	34.00**	7	28.29	28.86	7	32.71	32.71
MY CLASSMATES												
ESEA Title I	3	22.50	27.50	5	16.33	18.67	15	21.93	21.79	7	17.00	17.33
Comparison	9	26.11	20.00	2	18.00	22.50	7	30.67	21.17	7	26.71	24.57
PERSON I'D LIKE TO BE												
ESEA Title I	3	32.50	34.50	5	34.60	35.40	15	31.67	32.67	7	34.17	30.17
Comparison	9	31.78	31.33	2	.00	.00	7	30.60	32.40	7	34.43	34.43
MY BEST FRIENDS												
ESEA Title I	3	27.00	27.33	5	31.40	30.20	15	29.92	27.85	7	32.67	28.67
Comparison	9	28.89	23.44*	2	.00	.00	7	30.40	32.60	7	28.71	28.29
MOST PEOPLE												
ESEA Title I	3	25.50	22.50	5	28.60	31.20	15	25.13	25.47	7	25.40	21.80
Comparison	9	27.63	25.25	2	.00	.00	7	30.00	23.67	7	26.14	26.29
TEACHERS												
ESEA Title I	3	24.33	26.00	5	25.25	28.00	15	30.07	25.71	7	23.00	19.00
Comparison	9	25.22	25.33	2	25.00	31.50	7	27.86	26.14	7	21.29	24.86
COUNSELORS												
ESEA Title I	3	32.00	36.00	5	27.25	19.50	15	31.29	27.71	7	25.60	21.60
Comparison	9	31.78	30.44	2	.00	.00	7	31.71	32.43	7	29.50	32.00*
MY SCHOOL												
ESEA Title I	3	25.00	31.00	5	16.50	16.00	15	20.57	19.93	7	14.40	15.20
Comparison	9	27.00	27.78	2	28.00	25.00	7	26.14	28.71	7	31.43	22.14

Table B is based on Form 101J.

**Sig. at .01 *Sig. at .05

TABLE C

E&G PUPIL INTERVIEWS

Interviews by Assistant Counselor	No. of Semesters	N	Behavior	Testing	Educational Planning	Personal Problems	Other	Totals
JUNIOR HIGH								
ESEA Title I, Selected	1	109	311	84	136	192	94	817
ESEA Title I	1	262	1068	110	403	694	552	2827
Subtotal		371	1379	194	539	886	646	3644
Interviews by Consulting Counselor								
JUNIOR HIGH								
ESEA Title I, Selected	1	52	170	98	66	86	116	536
ESEA Title I	1	211	708	556	345	619	440	2668
ESEA Title I	2	22	76	53	54	63	58	304
ESEA Title I	3	6	28	29	18	14	29	118
Subtotal		291	982	736	483	782	643	3626
SENIOR HIGH								
ESEA Title I	1	6	8	21	5	11	14	59
Grand Total		668	2369	951	1027	1679	1303	7329

Table C is based on Form R&D 1.

TABLE D

PRE AND POST MEAN FOR NUMBER OF DAYS ABSENT

Group and Level	No. of Semesters	N	Pre Mean	Post Mean	Correlation
JUNIOR HIGH					
ESEA Title I, Selected	1	41	8.71	10.46	.55
Comparison	1	49	8.57	12.76**	.60
ESEA Title I	1	101	12.97	15.76	.53
ESEA Title I	2	19	13.79	18.90	.86
ESEA Title I	3	4	5.40	5.60	-.11
SENIOR HIGH					
ESEA Title I, Selected	1	11	21.09	22.00	.63

Table D is based on Form R&D 1.

**Sig. at .01

TABLE E

TALLY OF DISCIPLINARY REFERRALS TO VICE PRINCIPALS

Group	N	Number of Referrals	Serious Referrals	Suspensions	Social Adjustments
ESEA Title I, Selected	65	109	10	7	3
Comparison	61	85	6	10	0
Totals	126	194	16	17	3

Table E is based on Vice Principals' records.

TABLE F

DIAGNOSTIC TESTS AND PSYCHOLOGICAL STUDIES FOR E&G PUPILS

Group	No. of Semesters	Psychological Studies Completed	Wide Range Achievement	Gray Oral
JUNIOR HIGH				
ESEA Title I, Selected	1	27	27	2
Comparison	1	7	7	0
ESEA Title I	1	171	171	3
ESEA Title I	2	20	20	1
SENIOR HIGH				
ESEA Title I, Selected	1	7	7	0
Totals		232	232	6

N = 308

Table F is based on Form R&D 1.

TABLE G

CONFERENCES HELD BY CONSULTING AND E&G ASSISTANT COUNSELORS

			Number of Referrals With:					
Conferences Held by Consulting Counselor	No. of Semesters	N	Teachers	Guidance Staff	Case Conf. Personnel	Parents	Administrators	Total
JUNIOR HIGH								
ESEA Title I, Selected	1	66	165	50	48	38	48	349
ESEA Title I	1	228	1184	739	127	257	360	2667
ESEA Title I	2	28	48	16	28	41	21	154
SENIOR HIGH								
ESEA Title I, Selected	1	14	114	100	25	12	15	266
Subtotal		336	1511	905	228	348	444	3436
Conferences Held by Assistant Counselor								
JUNIOR HIGH								
ESEA Title I, Selected	1	95	289	156	78	75	89	687
ESEA Title I	1	251	926	549	136	382	258	2251
Subtotal		346	1215	705	214	457	347	2938
Grand Total		682	2726	1610	442	805	791	6374

Table G is based on Form R&D 1.

TABLE H

COUNSELOR RATINGS OF INSERVICE

ITEM	FREQUENCY				MEDIAN
	Of little value 1	2	3	Extremely valuable 4	
Combined teacher and counselor sensitivity sessions					
Assistant counselor	0	2	2	4	3.5
Consulting counselor	0	2	0	1	2.3
Counselor problem-solving session					
Assistant counselor	1	2	3	1	2.7
Consulting counselor	0	1	1	1	3.0
Teacher-consulting counselor session on individualizing instructional techniques					
Consulting counselor	0	0	3	1	3.2

Table H is based on Form 108A.

Assistant Counselor N = 8
Consulting Counselor N = 4

TABLE I

REALIZATION OF OBJECTIVES RATED BY COUNSELORS

OBJECTIVES	Not determined at this time 0	FREQUENCY Very Poorly 1	2	3	Very Well 4	MEDIAN
How well is Education and Guidance realizing its objectives?						
To improve study skills:						
Assistant Counselors	4	0	0	5	0	3.0
Consulting Counselors	0	0	3	2	0	2.3
To improve the children's self-image:						
Assistant Counselors	1	0	2	5	1	2.9
Consulting Counselors	0	0	0	3	2	3.3
To change (in a positive direction) the children's attitudes toward school and education:						
Assistant Counselors	0	0	2	6	1	2.9
Consulting Counselors	0	0	0	5	0	3.0
To reduce the rate and severity of disciplinary problems:						
Assistant Counselors	0	0	1	4	4	3.4
Consulting Counselors	0	0	0	4	1	3.1
To identify specific assets and limitations relating to the learning process:						
Assistant Counselors	0	0	2	6	0	3.2
Consulting Counselors	0	0	0	2	3	3.7

Table I is based on Form 108A.

Assistant Counselor N = 9
Consulting Counselor N = 5

TABLE J

COUNSELOR-TEACHER RATINGS OF PROGRAM

ITEM	FREQUENCY Little Value 1	2	3	Much Value 4	MEDIAN
Please indicate the value of this program in terms of:					
Improving the achievement level of pupils in specific subject areas.	0	8	11	7	3.0
Improving pupils' study skills.	1	6	15	4	2.9
Improving pupils' self-images.	0	6	10	10	3.2
Improving pupils' attitudes toward school and education.	1	5	9	11	3.3
Reducing the rate and severity of disciplinary problems.	2	6	10	8	3.0
Identifying specific assets and limitations relating to the learning process.	2	1	14	8	3.2
The following were indicated as problems at midyear. To what extent are these still problems?	None			Much	
Lack of sufficient time for teacher preparation.	6	3	3	3	2.0
Lack of follow-ups on E&G pupils who left the program.	4	4	5	10	3.2
Abundance of clerical tasks.	1	4	8	13	3.5
Teacher transfers out of the E&G program.	4	4	4	3	2.4
Lack of sufficient working space for counselors.	5	2	5	9	3.2

Table J is based on Form 108B.

Maximum N = 27

GROUP COUNSELING

Division of Secondary Education

1.00 DESCRIPTION

Selected pupils received intensive counseling through group interaction and supplemental individual counseling in this ongoing component.

The program was directed toward pupils' increased acceptance of school, as well as toward their development of sound educational plans.

Pupils met with a counselor one or more times a week in groups of five to 10 and discussed their problems, needs, goals, assets, and relationships with others.

2.00 OBJECTIVES

-To improve the children's self-image

-To change (in a positive direction) the children's attitudes toward school and education

-To increase the children's expectations of success in school

-To improve pupil attitudes toward authority figures in school and community

-To reduce the rate and severity of disciplinary problems

-To assist parents in understanding the social and emotional needs of adolescents

-To provide inservice education

-To identify specific strengths and weaknesses of the project

3.00 IMPLEMENTATION

3.10 Duration of Component and Number of Schools

The component operated at 11 junior high schools and 11 senior high schools from September 11, 1967 to June 14, 1968. During the spring semester which began January 29, one junior and one senior high school were added.

3.20 Pupils

Group counselees were underachievers, potential dropouts, returnees from probation camps, social adjustment transferees, pupils with adjustment problems, and self-referrals. Approximately 2500 pupils in grades seven through 12 participated in the program.

From referrals made by school staff and parents, as well as from self-referrals, pupils were selected by the counselors and placed into one of several kinds of groups, according to need.

3.40 Activities

3.41 Staff Activities

A specialist and 24 group counselors were assigned to the component. Each counselor met with groups approximately 18 hours per week. Thirteen additional hours were spent in individual counseling sessions and in working with teachers and parent groups. Other activities included staff meetings, case conferences, research and development evaluation, reviewing group tapes, and maintaining contacts with community agencies.

For spring 1968 a clerk was authorized for the component on a one-third time basis.

3.42 Pupil Activities

Pupils participated in intensive group counseling sessions during one, two, or five periods per week, and in individual counseling as needed.

3.60 Personnel and Logistical Problems

The lack of adequate space and privacy for group counseling in some schools required that the groups meet at makeshift locations. This created problems of communication between the regular counseling staff and the group counselor.

The lack of immediate replacements for group counselors at three schools weakened the program in these schools.

Six schools began parent groups during the spring semester.

4.00 EVALUATION

4.10 Design

Component objectives were evaluated according to the following variables: changes in pupil scores on an attitude scale; changes in report card marks and attendance records; changes in pupil estimates of school marks; number of disciplinary referrals, suspensions, and social adjustment transfers; number of counselor-parent contacts; number of parents participating in group counseling; and administrator, staff, pupil, and parent ratings of component effectiveness.

The following instruments were employed to collect information on the variables:

- -Form R&D 1, Pupil Personnel Information
- -Form 101J, Quick Measure of Concepts (QMOC)
- -Form 107C, Pupil Expectancy Questionnaire (PEQ)
- -Form 109C, Parent Questionnaire
- -Form 101D, Midyear Administrative Evaluation
- -Form 109B, Counselor Evaluation
- -Form 109A, Pupil Questionnaire

4.20 Attainment of Objectives

4.21 Objective: To improve the children's self-image.

4.22 Objective: To change (in a positive direction) the children's attitudes toward school and education.

4.23 Objective: To increase the children's expectations of success in school.

Since these three objectives are concerned with the improvement of attitudes, the evaluation of their attainment is taken together. The instruments used apply to all three.

Group counselors gave the first two objectives high ratings when asked how related they were to group counseling. On a 1 - 4 scale (Remotely related - Closely related), the median ratings were 3.9 and 3.6. The third objective received a much lower rating of 2.8. These ratings may be found in Table J.

Counselors reported that they served approximately 2500 pupils during the 1967-68 school year. Pupils were organized into different types of groups according to counselor estimate of pupil needs. Counselors had one or more of the following types of groups: study skills, college capable, heterogeneous, all boys, and all girls. Most groups met for one class period each week, some for two, and study skills groups met daily for course credit. Counselors averaged 10 groups each and had an average load of 105 counselees.

Pupils who remained in group counseling for a school year may have participated in 35 to 70 or more intensive counseling sessions, depending on the kind of group to which they were assigned. In addition, counselors held individual pupil interviews as needed.

From the 22 schools participating in the group counseling component during the fall 1967 semester, five junior and four senior high schools were randomly selected and their counselors were asked to administer the Quick Measure of Concepts (QMOC) attitude scale to their first group during October. The same pupils were given the QMOC again in May 1968. A total of 49 pupils completed the pre- and posttesting.

For comparison purposes, the QMOC was given pre and post to a sample of pupils in high-achievement classes and another sample of pupils in low-achievement classes who were not involved in the component. To check on the reliability of the test, it was also given pre and post at a one-week interval to another sample of pupils in the same schools.

Pre and post mean scores and correlations for group counseling boys and girls are reported with the comparison and reliability groups in Table A. Note that for the reliability testing the differences in mean scores for many of the concepts changed almost as much in one week as they did for the group counseling or comparison groups in a school year. Correlation coefficients for the one-week group are below .70 for six of 10 concepts. The scores are not sufficiently dependable to permit firm interpretations of results to be made.

Counselors held 12,282 individual interviews with 2463 pupils for a mean of 5.0 interviews per pupil. Table B reports these pupil interviews by percentages for each of five categories. More than half (56 percent) of all interviews were recorded under "Personal Problems".

Of 199 group counselees who completed a pupil questionnaire, 187 made free-answer comments when asked to tell, in their own words, what group counseling had done for them. These responses were evaluated and assigned to the categories represented in Table C. Forty-five percent of the pupils said the greatest help had come through discussing and solving problems; 33 percent, through being able to talk things over with the counselor or group; 18 percent, in understanding and getting along better with others; and 14 percent, in understanding themselves better and feeling better about themselves. Below are pupil comments that illustrate these points:

> "Group counseling helps you to have better feelings about yourself. (It) helps me to look forward toward a better education."
>
> "It has helped me to get a better understanding with the teachers and better grades."
>
> "Group counseling has helped my attitude toward school and my education."
>
> "Well, it has started a whole new thing for me, it has opened the door to expression, for now I have nothing to hide within myself."
>
> "Through group counseling I have set goals for myself and I feel I am on the right track finally to achieve these goals."
>
> "Group counseling has given myself a new face."
>
> "It is a refuge whenever I feel like the whole world is against me."
>
> "Just as counseling helped me to understand - I helped others to understand."

One of the six negative comments was:

> -Group counseling has done "nothing much other than listen to other people's problems."

In Table D, there are pupil responses to 12 statements which represent a range of feelings regarding group counseling. Eight of these statements are positive so that agreement with them shows a favorable response to group counseling. Four statements are negatively phrased so that the "Disagree" response indicates a favorable attitude toward group counseling. On the questionnaire, the negative statements were scattered among the positive ones. Several of the statements apply to the evaluation of the component objectives. "Group counseling helps you to have better feelings about yourself", given median ratings of 3.7 and 3.6, is related to pupil estimates of improvement in self-image. Items 15 and 17, both related to changes in attitude, were rated above 3.0.

Since work habits and cooperation marks reflect teacher estimates of pupil attitudes toward school, it is assumed that improvement in these marks indicates pupil progress. Good attendance also, it is assumed, reflects a positive attitude toward school. These variables are presented in Table E, in which pupils are grouped according to scholastic ability as indicated by stanines reported on Form R&D 1. For the purposes of this table, low groups include stanines one, two, and three; high groups, stanines four through nine.

Table E shows that work habits improved for 12 of the 16 groups represented. This improvement was significant at the .05 level for three groups and at the .01 for a fourth. In cooperation marks, 11 of 16 pre-post comparisons were higher, one at .05 and three at .01. Three groups improved significantly in both work habits and cooperation.

Days absent in one semester were greater in all but three of 16 comparisons, and three were significantly greater. Increase in non-illness absence in target area schools during 1967-68 ranged from 67 percent to 89 percent. Increase in absence was noted in other components also.

The Pupil Expectancy Questionnaire (PEQ) was used to find out if group counselees' expectations of final subject marks changed from the beginning to the end of a semester. The PEQ was administered by group counselors to selected pupils in groups designated by the Research and Development consultant. It was given four times: during the 9th and 19th weeks of the fall semester and the 4th and 18th weeks of the spring semester. For comparison purposes, the PEQ was given to selected above-average classes in the same schools at approximately the same intervals.

To test the stability of pupil responses, the PEQ was regiven after a one-week interval to certain comparison classes (Table T). For predicted ("Will get") marks, changes in one-week pre-post means were very small, with five of seven correlations being at or above .90. These results indicate acceptable reliability for the PEQ.

Table F reports on the Pupil Expectancy Questionnaire group counseling and comparison groups. The table shows that the comparison groups either raised or lowered their expectations of final marks only slightly. Actual marks were lower than predicted marks for each group.

In contrast, group counselees lowered their predictions of marks by a greater amount, and their actual marks were also lower. These results, therefore, do not indicate that pupils in group counseling either raised their expectations of success in school as measured by the PEQ, or became more accurate in relation to the actual marks they received.

The findings presented in Table F concur with both counselor and pupil ratings of objective 4.23. In Table J, the median rating of 2.8 was given by counselors. As reported in Table D, item 23, junior high pupils gave a median rating of 3.1 and senior high pupils a rating of 2.8, when asked if group counseling helped them feel they could get better grades. Compared to others in Table D, these ratings were low.

4.24 Objective: To improve pupil attitudes toward authority figures in school and community.

4.25 Objective: To reduce the rate and severity of disciplinary problems.

Counselors gave median ratings of 3.3 and 3.5 when asked how their counseling related to component objectives (Table J).

Counselees agreed (3.1 median) that, having been in group counseling, pupils were likely to behave better in school (Table D).

For 97 group counselees in three junior and three senior high schools, disciplinary referrals to vice-principals during 1967-68 were compared with those for the 1966-67 school year. Fifty-four had no record of referrals during 1966-67, and 43 had between one and 10 referrals. During their enrollment in group counseling, 33 had no referrals, while the remaining 64 had from one to 15 referrals.

Several problems interfere with interpreting this data: (1) There was a lack of uniformity in the records which were reviewed; (2) Three of the vice-principals had served at their schools for a year or less and did not know if the 1966-67 records were complete; (3) No method was available for reliably judging the severity of referral records; (4) Enrollment in the same school for the duration of the component was not verified for all pupils in the sample; and (5) No comparison group was used.

In addition to group sessions in which problems of school adjustment were discussed, 2321 individual interviews (19 percent of the total) were held with pupils regarding their school behavior (Table B).

The responses of 92 parents of group counselees who completed a questionnaire are presented in Table G. Of 67 parents who commented about the program, 64 said they had noticed recent improvement in the behavior of their children at home and in other out-of-school situations.

QMOC results for boys (Table A) show that the concept mean scores for both "Teachers" and "My School" improved significantly between the pre- and posttests.

4.26 Objective: To assist parents in understanding the social and emotional needs of adolescents.

Counselors reported that for 2463 pupils they held a total of 1002 conferences with the parents of 509 (20 percent) of those pupils. Parents of 80 percent of the pupils had no conferences with the group counselor (Table H).

As Table H indicates, rate of parent-counselor conferences is the same for three of four groups. Rate of parent-counselor contact was about the same for both Negro and Mexican-American families.

Counselors' rating of the relatedness of this objective to their counseling (Table J) was 2.7 on a 1 - 4 scale, the lowest rating given any of the six objectives.

Results of the parent questionnaire (Table G) showed that 74 of 78 parents who expressed an opinion said they felt the need for more information about the group counseling program.

On a midyear counselor evaluation, seven counselors reported that they had organized parent groups and had met with them one or more times, with one counselor reporting 10 parent group meetings. Eight other counselors said they were planning to meet parents in groups.

Among the 92 parents who completed the parent questionnaire (Table G) were 19 who said they had participated in groups led by their child's group counselor. Of these, 13 said they received much help from the group, and six said they received some help. One parent who had attended six parent group meetings wrote the following comment:

> "My entire family has benefitted by my attending group sessions. I have changed some of my thoughts so now it is easier to deal with my children."

4.27 Objective: To provide inservice education.

Three inservice groups, each consisting of eight counselors and a university consultant, met for 30 two-hour sessions during the 1967-68 school year. Counselors were paid for attending these workshops. Meetings were primarily of the "sensitivity" type designed to help the participants explore self-concepts and improve skills in interpersonal relationships.

Of 20 counselors who rated their inservice on a 1 - 4 scale (Little value - Extremely valuable), 12 gave it the top rating of four. The median rating was 3.6.

Typical comments on inservice were:

> "The heart and soul of the project - would like it to be longer and more frequent."

> "The inservice training for group counselors is the only worthwhile inservice training ever experienced."

> "Believe this type of inservice should include all counselors."

One negative comment was received:

> "I believe that the inservice training should be oriented toward more objective consideration of our counseling with our groups rather than to the interpersonal sensitivity training."

4.28 Objective: To identify specific strengths and weaknesses of the project.

Counselor, pupil, and parent ratings and comments on component strengths and weaknesses are included in Tables B, C, D, G, H, and J.

Of 92 parents who completed a parent questionnaire (Table G), 35 made free-answer comments. Ten parents said the program benefited both the parent and the child, and 10 others expressed the hope that the program would be continued. No negative comments were received.

Responding to questions about physical facilities for group counseling, eight of 21 counselors said the setting was not adequate in size, ventilation, or lighting. Nine of 20 counselors said they lacked sufficient privacy.

Group counselors were not provided with regular clerical assistance during the fall 1967 semester. A clerk to serve counseling components was authorized for the spring 1968 semester, but personnel were not available to fill all positions.

Free-answer comments regarding group counseling were collected on an administrative evaluation. Of the 32 comments offered by 21 administrators, 16 were judged to be strongly favorable:

> "Meeting its objectives very well."
>
> "Teacher feedback has been heartening."
>
> "For economy of time all counselors should use group techniques."
>
> "Pupils seem to be more self-directing, less explosive."

Some comments were critical of the operational details of the component:

> "Need more assigned clerical time."
>
> "One group counselor is not enough for a large school."
>
> "Program set back by change in group counselors."
>
> "Need more definite guidelines and lines of authority."

A few comments questioned the basic value of the component:

> "Program is too difficult to evaluate."
>
> "Serves too few students."

Group counselors were asked, "How much do you feel the community is aware of the group counseling program (excluding couselees' parents)?" On a 1 - 4 scale (Very little - Very much), 13 of 21 counselors answered with a "1".

4.30 Outcomes

Approximately 2500 junior and senior high school pupils received regularly-scheduled intensive counseling one or more times per week in small groups. In addition, counselors held more than 12,200 individual interviews with these pupils for an average of 5.0 interviews per pupil.

An attitude scale administered to counselee groups at nine schools in October and May showed a significant improvement in mean scores for boys for the concepts "Most People", "Teachers", and "My School", but doubtful reliability of the scale indicates caution in interpretation.

Both free-answer and structured responses of pupils to group counseling values were strongly favorable and indicated that pupils felt their self-image had improved as had their attitudes toward school and education.

Twenty-three of 32 pre and post group medians indicated improvement in work habits and cooperation. Eight groups improved significantly. Days absent in one semester increased for all but three groups.

Pupils did not appear to increase their expectations in subject marks or to more accurately predict their final marks.

Parents and pupils felt group counseling produced better attitudes toward school and teachers. A review of vice-principal disciplinary records was inconclusive

Counselors held about 2500 parent conferences. Several counselors organized and met with parent groups. Parents who participated in these groups were strongly favorable. Many parents expressed a desire for more information about the group counseling program.

Inservice education received the highest possible rating from 12 of 20 counselors.

All parents and pupils and group counselors who responded, and a majority of administrators, felt that the component was valuable and should be continued.

Counselors have not made parents and the school community sufficiently aware of the program and its purposes.

Forty percent of group counselors felt counseling facilities, including privacy, were inadequate.

Clerical assistance was lacking during the fall semester and not available to all counselors during the spring 1968 semester.

5.00 CONCLUSIONS

Group counseling was successful in attaining the objectives specified for it.

Group counselors provided regular and intensive counseling to pupils in small groups and held frequent additional individual pupil interviews.

Parents of about 20 percent of the participating pupils were seen by group counselors in parent conferences. A small number of parents participated in parent groups which met under the leadership of group counselors. These groups were rated as very successful.

Citizenship marks improved for most groups of counselees. Days absent increased, as did absence in some other components and in the target areas in general.

Inservice education was highly rated by almost all counselors.

Parents and pupils rated the component favorably and urged its continuance.

About two-thirds of the administrators who commented on the component were favorable in their appraisal of it.

Adequate clerical assistance was lacking for all counselors during the fall 1967 semester, and for some counselors during the entire school year.

Almost 40 percent of group counselors said their counseling facilities were not adequate in either space or privacy.

6.00 RECOMMENDATIONS

Group counselors should devote a larger portion of their efforts to parent involvement.

The techniques of group counseling should be shared with other counselors in the school. The group counselor should act as a resource person for training and encouraging other members of the counseling staff to work with counselees in groups.

Counselors should have a suitable room and adequate privacy for group counseling. Regularly assigned clerical help should be available.

OBJECTIVES	DEPENDENT VARIABLES	ASSESSMENT DEVICES	COMMENTS
To improve the children's self-image	Changes in scores on attitude scale	Quick Measure of Concepts (101J)	Pre and post to selected pupils
To change (in a positive direction) the children's attitudes toward school and education	Changes in report card marks, in work habits and cooperation, and in attendance records	Pupil Personnel Information (R&D1)	All pupils who completed one year in the program
To increase the children's expectations of success in school	Changes in pupil estimates of school marks	Pupil Expectancy Questionnaire (107C)	Pre and post each semester to selected pupils
To improve pupil attitudes toward authority figures in school and community	Changes in scores on attitude scale	Quick Measure of Concepts (101J)	Pre and post to selected pupils
To reduce the rate and severity of disciplinary problems	Number of vice principal contacts and social adjustment transfers		Summary of vice principal records for selected pupils
To assist parents in understanding the social and emotional needs of adolescents	Number of counselor-parent contacts Number of parents participating in group counseling Parent ratings	Pupil Personnel Information (R&D1) Parent Questionnaire (109C)	All pupils who completed one year in the program All parents who were group counseling participants Selected other parents
To provide inservice education	Ratings by counselors	Counselor Evaluation (109B)	All group counselors
To identify specific strengths and weaknesses of the project	Ratings of component effectiveness by administrators, counselors, pupils, and parents	Midyear Administrative Evaluation (101D) Counselor Evaluation (109B) Pupil Questionnaire (109A) Parent Questionnaire (109C)	Administrator in school responsible for program All group counselors Selected pupils Selected parents

PROJECT NAME Group Counseling Code 109

Beginning date 9-11-67 Ending date 6-14-68

Grade Level	PUPIL ENROLLMENT	
	Public	Nonpublic
Preschool		
K		
1		
2		
3		
4		
5		
6		
7	1438	
8		
9		
10	1025	
11		
12		
Ungraded		
TOTAL	2463	

NUMBER OF ADULT PARTICIPANTS

School Personnel 30

Parents ______

Community Personnel ______

PROJECT COST $ 343, 680

TABLE A

MEAN SCORES FOR QUICK MEASURE OF CONCEPTS

CONCEPT AND GROUP	N	PRE MEAN	POST MEAN	CORRELATION
ME				
Group Counseling Girls - 1 year	25	28.7	27.8	.61
Group Counseling Boys - 1 year	24	27.2	28.2	.46
Comparison - 1 year	96	29.4	29.1	.42
Reliability - 1 week	97	28.6	29.4	.64
MY GRADES				
Group Counseling Girls - 1 year	25	26.4	26.1	.19
Group Counseling Boys - 1 year	21	24.3	25.8	.59
Comparison - 1 year	97	27.7	28.4	.48
Reliability - 1 week	100	26.6	27.5	.78
MY FUTURE				
Group Counseling Girls - 1 year	25	31.1	30.0	.12
Group Counseling Boys - 1 year	24	29.6	30.5	.57
Comparison - 1 year	93	31.5	31.9	.60
Reliability - 1 week	100	30.3	30.8	.58
MY CLASSMATES				
Group Counseling Girls - 1 year	25	28.9	27.9	.50
Group Counseling Boys - 1 year	24	24.2	25.6	.67
Comparison - 1 year	92	29.9	29.0	.36
Reliability - 1 week	98	27.9	28.1	.67
PERSON I'D LIKE TO BE				
Group Counseling Girls - 1 year	24	34.1	32.6	.62
Group Counseling Boys - 1 year	24	32.5	32.8	.46
Comparison - 1 year	97	33.1	32.8	.27
Reliability - 1 week	98	32.5	32.0	.60
MY BEST FRIENDS				
Group Counseling Girls - 1 year	25	30.8	30.7	.27
Group Counseling Boys - 1 year	23	28.0	29.8	.62
Comparison - 1 year	96	31.6	30.4	.36
Reliability - 1 week	99	29.9	29.8	.70
MOST PEOPLE				
Group Counseling Girls - 1 year	23	26.6	24.0	.63
Group Counseling Boys - 1 year	21	22.6	27.1**	.46
Comparison - 1 year	97	25.4	25.9	.37
Reliability - 1 week	96	25.4	27.0	.40
TEACHERS				
Group Counseling Girls - 1 year	24	26.8	28.3	.34
Group Counseling Boys - 1 year	23	24.9	27.9*	.72
Comparison - 1 year	96	29.4	29.5	.28
Reliability - 1 week	98	29.1	29.4	.64

(continued)

TABLE A (cont.)

MEAN SCORES FOR QUICK MEASURE OF CONCEPTS

CONCEPT AND GROUP	N	PRE MEAN	POST MEAN	CORRELATION
COUNSELORS				
Group Counseling Girls - 1 year	25	32.4	31.6	.23
Group Counseling Boys - 1 year	22	30.3	31.5	.46
Comparison - 1 year	96	31.6	32.0	.55
Reliability - 1 week	100	31.0	30.4	.74
MY SCHOOL				
Group Counseling Girls - 1 year	25	27.8	28.3	.48
Group Counseling Boys - 1 year	23	23.8	27.2*	.66
Comparison - 1 year	95	31.3	30.6	.41
Reliability - 1 week	100	29.4	29.4	.82

Table A is based on Form 101J.

*Sig. at .05
**Sig. at .01

TABLE B

FREQUENCIES OF INDIVIDUAL PUPIL INTERVIEWS BY GROUP COUNSELORS

GROUP	N	Total Inter-views	Mean	PURPOSE OF INTERVIEW AS PERCENTAGE OF TOTAL									
				Behavior f	(%)	Testing f	(%)	Educ. Planning f	(%)	Personal Problems f	(%)	Other f	(%)
Junior High School													
Negro Boy	348	1089	3.1	362	(33)	16	(1)	92	(8)	341	(31)	278	(26)
Mexican-American Boy	334	2525	7.6	478	(25)	59	(3)	165	(9)	1700	(57)	123	(6)
Negro Girl	345	1031	3.0	251	(24)	20	(2)	106	(10)	416	(40)	238	(23)
Mexican-American Girl	411	2811	6.8	666	(24)	82	(3)	236	(8)	1686	(60)	141	(5)
Senior High School													
Negro Boy	377	1627	4.3	286	(18)	55	(3)	271	(17)	818	(50)	197	(12)
Mexican-American Boy	99	565	5.7	48	(8)	0	(0)	67	(12)	409	(72)	41	(7)
Negro Girl	388	1699	4.4	167	(10)	128	(8)	360	(21)	798	(47)	246	(15)
Mexican-American Girl	161	935	5.8	63	(7)	0	(0)	72	(8)	707	(76)	93	(9)
Totals	2463	12,282	5.0	2321		360		1369		6875		1357	
Percentages					(19)		(3)		(11)		(56)		(11)

Table B is based on Form R&D 1.

N = 2463

TABLE C

PUPIL FREE-ANSWER COMMENTS

RESPONSE CATEGORY	FREQUENCY*
Tell, in your own words, what group counseling has done for you this year.	
Discussed problems, solved problems	84
Be able to talk to someone, or to the group	62
Understand others, get along better with others	34
Helped to understand self better, feel better	26
Get along better in school, like school better	16
Get better grades	6
Have better attitude toward teachers, vice-principal	4
Keep out of trouble	4
General favorable comment	12
Negative comment	6
Hope it will continue, hope to be in it again	5

N = 187

Table C is based on Form 109A.
*More than one response per pupil.

TABLE D

PUPIL RESPONSES TO QUESTIONNAIRE

ITEM AND GROUP	FREQUENCY Not sure 0	Disagree 1	Agree a little 2	Agree mostly 3	Agree strongly 4	MEDIAN
POSITIVE QUESTIONS						
14. I can talk to my group counselor about anything that bothers me.						
Junior high	3	0	14	13	63	3.8
Senior high	4	1	10	27	64	3.7
18. My group counselor really listens to my problems.						
Junior high	3	1	8	11	70	3.9
Senior high	2	3	4	19	78	3.8
22. Group counseling helps you to have better feelings about yourself.						
Junior high	8	1	12	23	59	3.7
Senior high	12	2	13	29	50	3.6
15. Group counseling helps pupils to improve their attitudes toward school and education.						
Junior high	3	2	18	27	53	3.6
Senior high	6	2	23	42	43	3.2
23. Group counseling has helped me feel I can get better grades.						
Junior high	11	14	15	20	33	3.1
Senior high	12	13	25	28	28	2.8
24. Group counseling has helped me to handle my other problems better.						
Junior high	10	5	8	24	46	3.6
Senior high	6	6	15	25	54	3.6

(continued)

TABLE D (cont.)

PUPIL RESPONSES TO QUESTIONNAIRE

ITEM AND GROUP	FREQUENCY Not sure 0	Disagree 1	Agree a little 2	Agree mostly 3	Agree strongly 4	MEDIAN
20. More pupils should have a chance to be in group counseling.						
Junior high	4	4	8	15	62	3.8
Senior high	2	3	10	8	83	3.9
17. Pupils who have been in group counseling are likely to behave better in school.						
Junior high	19	4	14	27	31	3.2
Senior high	12	4	25	35	30	3.0
NEGATIVE QUESTIONS						
16. The group counselor does not understand young people like me.						
Junior high	7	69	6	4	7	1.1
Senior high	8	83	7	5	3	1.1
19. It would be better to talk to the counselor alone than in a group.						
Junior high	10	46	13	10	14	1.4
Senior high	23	39	25	8	11	1.6
21. The only thing I got out of group counseling was that I got out of class to go to it.						
Junior high	6	77	3	0	7	1.1
Senior high	5	91	8	1	1	1.1
25. The discussions in group counseling don't help pupils much. They are mostly a waste of time.						
Junior high	7	74	2	7	3	1.1
Senior high	9	91	6	0	0	1.0

Table D is based on Form 109A. Jr. High N = 93 Sr. High N = 106 Total N = 199

TABLE E

WORK HABITS AND COOPERATION MARKS AND ATTENDANCE FOR SELECTED PUPILS

LEVEL AND GROUP	Achievement Level	N	MEANS FOR VARIABLE Work Habits (E=2, S=1, U=0)		Cooperation (E=2, S=1, U=0)		Attendance (Days absent in one semester)	
			Pre	Post	Pre	Post	Pre	Post
JUNIOR HIGH SCHOOL								
Negro Boys	Low	69	.80	.92*	.92	1.06**	10.65	13.44
Negro Boys	High	70	1.06	1.36	1.27	1.44	10.41	10.43
Mexican-American Boys	Low	67	.88	.87	.96	1.11*	10.84	12.14
Mexican-American Boys	High	128	1.01	1.03	1.15	1.17	11.01	10.73
Negro Girls	Low	69	1.22	1.27	1.38	1.51	14.21	15.94
Negro Girls	High	63	1.17	1.32	1.35	1.20	10.94	11.46
Mexican-American Girls	Low	145	.92	1.03**	1.09	1.20**	13.86	17.30**
Mexican-American Girls	High	136	1.05	1.14*	1.20	1.32**	10.69	12.88*
Total Junior High School		747						
SENIOR HIGH SCHOOL								
Negro Boys	Low	96	1.31	1.38	1.36	1.48	8.75	10.80
Negro Boys	High	13	.90	.79	1.16	1.07	8.73	12.00
Mexican-American Boys	Low	36	.90	.85	1.04	1.05	11.75	11.43
Mexican-American Boys	High	50	.87	.92	1.09	1.09	16.31	14.50
Negro Girls	Low	128	1.31	1.34	1.49	1.49	7.19	12.25*
Negro Girls	High	19	1.05	1.11	1.14	1.29	12.25	18.33
Mexican-American Girls	Low	62	1.16	1.14	1.28	1.28	12.47	15.81
Mexican-American Girls	High	6	1.08	1.43*	1.31	1.47	6.40	10.00
Total Senior High School		410						

Table E is based on Form R&D 1. *Sig. at .05 **Sig. at .01 N = 1157

TABLE F

PUPIL EXPECTANCY QUESTIONNAIRE: EXPECTATIONS OF MARKS AND ESTIMATES OF ABILITY

GROUP	N	PREDICTED MEAN MARKS						ACTUAL MEAN MARKS	
		Will Get			Could Get				
		Pre	Post (1)	Corr.	Pre	Post	Corr.	Final (2)	Corr. of (1) & (2)
JUNIOR HIGH SCHOOL									
Fall Semester Group Counseling									
Boys	25	2.68	2.42	.76	3.02	2.62	.52		
Girls	40	2.78	2.35	.66	3.06	2.81	.58		
Spring Semester Group Counseling									
Boys	24	2.70	2.67	.69	3.32	3.31	.67	2.08	.75
Girls	43	2.37	2.15	.46	3.12	2.99	.47	1.78	.65
SENIOR HIGH SCHOOL									
Fall Semester Group Counseling									
Boys	40	2.33	2.19	.84	3.03	2.89	.85		
Girls	41	2.55	2.45	.82	2.97	2.95	.65		
Spring Semester Group Counseling									
Boys	22	2.54	1.90	.56	3.34	3.16	.23	1.64	.83
Girls	30	2.56	2.36	.80	3.24	2.99	.37	2.10	.84
JUNIOR HIGH SCHOOL									
Spring Semester									
Comparison Boys	53	2.77	2.70	.77	3.44	3.36	.83	2.54	.74
Comparison Girls	60	2.72	2.73	.83	3.36	3.38	.82	2.70	.85
SENIOR HIGH SCHOOL									
Spring Semester									
Comparison Boys	31	2.20	2.46	.77	2.68	3.23	.52	2.39	.73
Comparison Girls	23	2.52	2.46	.73	3.06	3.38	.68	2.37	.82

Table F is based on Form 107C.
GPA is based on: A = 4, F = 0.

TABLE G

PARENT RESPONSES TO GROUP COUNSELING QUESTIONNAIRE

ITEM	RESPONSE Yes	 No	 No Opinion
Do you feel the group counseling discussions were helpful to your child?	86	1	5
Have you noticed any change in his attitude?	80	7	4
If your answer to the above item was "Yes", do you feel these changes are for the better?	75	4	9
Have there been any recent changes in his behavior around home and in other out-of-school situations?	70	9	13
If your answer to the above item was "Yes", do you feel these changes are for the better?	64	3	18
Do you feel that parents need more information about this group counseling program?	74	4	12
Have you talked to your child's group counselor?	37	54	
If your answer to the above item was "No", would you like an opportunity to talk with your child's group counselor?	41	6	17
Were you in a parent group led by your child's group counselor this year?	19	73	

If you were in a parent group, please show how much help you received from the discussions. Check the one phrase below which best applies.

No opinion 0   No help 0   Little help 0   Some help 6   Much help 13

If you were not in a parent group, would you be interested in joining one to discuss the social and emotional needs of adolescents with a school counselor?

Yes 52   No 23

If you answered the above item "Yes", and such a group were started, what time would be best for you to meet?

During school hours? 10   Late afternoon (3 to 5)? 5   Evening? 38

Table G is based on Form 109C.

N = 92

TABLE H

FREQUENCY OF GROUP COUNSELOR PARENT CONFERENCES

GROUP	N	None		CONFERENCES One or More		Total Conferences	
		f	%	f	%	f	Mean
JUNIOR HIGH SCHOOL							
Negro	695	566	81	129	19	226	.33
Mexican-American	746	607	81	139	19	242	.32
SENIOR HIGH SCHOOL							
Negro	786	595	76	191	24	454	.58
Mexican-American	266	216	81	50	19	80	.30
TOTALS	2493	1984	80	509	20	1002	.40

Table H is based on Form R&D 1.

Duplicated N = 2493

TABLE I

PUPIL EXPECTANCY QUESTIONNAIRE, TEST-RETEST RELIABILITY

GROUP	N	MEAN GRADE POINT AVERAGE (GPA) Will Get Pre	Post	Corr.	Could Get Pre	Post	Corr.
JUNIOR HIGH							
Reading, Boys and Girls	14	2.39	2.32	.95	3.33	3.33	.74
College Capable, Boys	12	3.07	3.06	.90	3.62	3.54	.88
College Capable, Girls	14	3.21	3.18	.97	3.74	3.71	.76
SENIOR HIGH							
Reading, Boys	46	2.18	2.17	.84	3.04	3.01	.73
Reading, Girls	18	2.35	2.37	.93	3.38	3.36	.91
College Capable, Boys	22	2.42	2.37	.85	3.20	3.16	.87
College Capable, Girls	23	2.13	2.10	.91	2.87	2.91	.74

Table I is based on Form 107C.

GPA is based on: A = 4, B = 3, C = 2, D = 1, F = 0.

TABLE J

GROUP COUNSELOR RATINGS OF RELATEDNESS OF THEIR COUNSELING TO PROGRAM OBJECTIVES

OBJECTIVE	FREQUENCY Not determined at this time 0	Remotely related 1	2	3	Closely related 4	MEDIAN
-To improve the children's self-image	0	0	0	3	18	3.9
-To change (in a positive direction) the children's attitudes toward school and education	1	0	3	6	10	3.6
-To increase the children's expectations of success in school	1	1	7	7	5	2.8
-To improve pupil attitudes toward authority figures in school and community	1	0	3	9	8	3.3
-To reduce the rate and severity of disciplinary problems	1	0	2	8	10	3.5
-To assist parents in understanding the social and emotional needs of adolescents	6	1	6	3	5	2.7

Table J is based on Form 109B.

Maximum N = 21

EXPLORATORY WORK EXPERIENCE EDUCATION

Division of Secondary Education

1.00 DESCRIPTION

Exploratory Work Experience Education (EWEE), a continuing component, was a one-semester elective course open to selected Student Achievement Center (SAC) senior high pupils. Pupils spent two hours each school day at off-campus work stations receiving on-the-job experience and practical guidance. They were supervised by regular employees of cooperating firms and by certificated district personnel. Pupils could earn 10 credits toward graduation for work experience, but received no pay and did not replace regular employees. Overall supervision was provided by a specialist from the Office of Specially Funded Programs.

Employers participating during the 1967-68 school year included: American Tape Duplicator; College of Data Processing; Douglas Missile and Space Systems Division; Garrett AiResearch Corporation; Goodyear Tire and Rubber Company; IBM Corporation; International Association of Machinists and Aero-Space Workers; Los Angeles City Schools Auxiliary Services, Instructional Services, and Personnel Divisions; Northrop Corporation Norair Division; Pacific Telephone; TRW Systems; U.S. Internal Revenue Service; and Western Electric.

2.00 OBJECTIVES

-To improve the children's self-image

-To change (in a positive direction) the children's attitudes toward school and education

-To increase pupil awareness of vocational and educational opportunities

-To improve pupil attitudes toward employee responsibilities

-To improve the holding power of schools (to decrease the dropout rate)

-To identify specific strengths and weaknesses of the project

3.00 IMPLEMENTATION

3.10 Duration of Component and Number of Schools

The component operated from September 11, 1967 through January 26, 1968 at seven SAC senior high schools, and from January 29 through June 14, 1968 in 10 SAC senior high schools.

3.20 Pupils

Approximately 175 pupils, primarily eleventh graders, were enrolled. Selections were made, on the basis of average scholastic capacity and regular school attendance, by the SAC counselor with the assistance of the counseling staff.

3.40 Activities

3.41 Staff Activities

SAC counselors checked attendance daily, conferred by telephone with industry representatives on attendance and related problems, counseled with pupils on the relationship of their EWEE experience to their occupational goals, and kept records for evaluation purposes.

Meetings were held with a steering committee representing participating industries and companies.

Much of the central office specialist's time was spent in interpreting the component to the school staff and encouraging their full participation.

The specialist made many visits to participating employers to interpret the purposes of the component and to elicit understanding in leadmen and foremen who would be working with pupils.

3.42 Pupil Activities

Pupils performed various assigned tasks at work stations in participating firms.

3.60 Personnel and Logistical Problems

Pupils who might benefit from this experience were sometimes reluctant to participate because they preferred to take courses required for graduation or they needed jobs for pay. An apparent lack of interest in pupil recruitment was also noticeable in some schools.

The volume of SAC counselor activity outside EWEE was such that in some schools the counselor was unable to provide the follow-up interviews necessary to develop pupil insights.

One firm dropped out because it was dissatisfied with the insurance arrangement. A strike at another firm forced the relocation of the assigned pupils midway through the semester.

Pupil walkouts at some participating schools during the second semester may have had a negative effect on pupils at their industry work stations.

Bus breakdowns headed a list of minor transportation problems.

4.00 EVALUATION

4.10 Design

Component objectives were evaluated according to the following variables: pupil responses to a questionnaire; pupil citizenship marks and attendance records; and administrator and counselor evaluations of component effectiveness. The design did not provide for a control group.

The following instruments were designed to collect information on the variables:

- -Form R&D 1, Pupil Personnel Information
- -Form 110A, Pupil Evaluation
- -Form 110B, SAC Counselor EWEE Evaluation
- -Form 101D, Midyear Administrative Evaluation

4.20 Attainment of Objectives

4.21 Objective: To improve the children's self-image.

4.22 Objective: To change (in a positive direction) the children's attitudes toward school and education.

The component specialist felt that self-image might be improved if minority-group youngsters were given the opportunity to leave their immediate neighborhoods to work at companies located in areas where other ethnic groups lived and worked. If the work experience proved successful, Negro and Mexican-American pupils might come to feel that minority group members could aspire to employment in similar industries. At the conclusion of their EWEE program, pupils were asked if they felt they, as adults, could get jobs in industries similar to the industries to which they had been assigned. Ninety-five percent (131 of 138) said "Yes".

Pupil comments on this question included:

- -"I didn't know it was like that."
- -"My supervisor told me she thought I was capable of holding almost any job."
- -"Pacific Telephone offered me a job just before I left the program."

A typical comment from among the seven who said "No" was, "I need more experience and education."

Asked, "How have your ideas about the importance of an education changed because of your EWEE experiences?" 84 pupils (64 percent) answered, "More important now," while only two said, "Less important now". Of the 45 pupils whose response was "No change," 24 commented that they already felt that education was important (Table A, Addendum C).

Pupil marks in work habits and cooperation reflect teacher assessments of pupil attitudes toward school and education; and pupil subject marks also may be closely related to school attitude. Table B reports EWEE pupil marks for the semester prior to EWEE participation compared with marks for the semester enrolled. Means of subject and work habits marks improved very significantly for both boys and girls during their EWEE semester. Cooperation marks also improved slightly.

TABLE B

SUBJECT AND CITIZENSHIP MARKS FOR EWEE PUPILS

MARK	BOYS Prior Semester	 EWEE Semester	GIRLS Prior Semester	 EWEE Semester
Subject Grade Point Average (A=4, B=3, C=2, D=1, F=0)	2.00	2.38**	2.15	2.56**
Work Habits (E=2, S=1, U=0)	1.20	1.35**	1.33	1.48**
Cooperation (E=2, S=1, U=0)	1.44	1.49	1.50	1.60

Table B is based on Form R&D 1.

N = 125
**Sig. at .01

Contributions by SAC counselors toward pupil improvement in self-image and attitude are in part reflected in the number of EWEE pupil interviews held. Counselors reported that they held one or more interviews with 102 of the 155 EWEE pupils.

In "Other" interviews, excluding those involving behavior and personal problems, they counseled 64 pupils. Since 30 of these pupils also had educational planning interviews, a total of 136 pupils (102 +34) or 88 percent were counseled in relation to their EWEE experiences (Table C, Addendum C).

Pupil recall of counselor-pupil interviews was reported in Table A, Addendum C. Of 134 pupils who answered the question, "Have you talked with a counselor about your EWEE experiences?" 79 pupils or 59 percent remembered that they had.

4.23 Objective: To increase pupil awareness of vocational and educational opportunities.

Each pupil worked for two employers, spending about eight weeks with each one. On each job he was assigned to two or three work stations, each under a different job supervisor. The question, "Did your EWEE experience give you any new ideas about your job future?" received a "Yes" response from 106 of 136 pupils (Table A, Addendum C).

The strongly positive response to the question, "Do you feel that you, as an adult, would have a chance of getting a job in an industry like the ones you were assigned to in EWEE?" indicates that these pupils' vocational aspirations may have been broadened to include new industries.

Counselor-pupil interviews (Table C, Addendum C) suggest the degree to which counselors tried to help pupils relate their EWEE experiences to vocational and educational opportunities.

4.24 Objective: To improve pupil attitudes toward employee responsibilities.

Asked to rate how much their EWEE experiences helped to prepare them for working successfully on a job, pupils gave a median rating of 3.7 on a 1 - 4 scale.

Participants said "Yes" by a seven to one ratio (117 to 16) they thought they would use what they learned in EWEE. These results are reported in Table A, Addendum C.

The personnel managers, training directors, and several job supervisors of two of the participating firms were interviewed by the Research and Development consultant to obtain their reactions to the EWEE program. Several of their comments are related to this objective.

Job supervisors said the two-hour-per-day, four-week period during which they worked with the pupil assigned to them was too short for them to observe growth in acceptance of job responsibility. However, one personnel manager said he noted "a remarkable change in one or two of every group".

The training directors responsible for the EWEE program indicated that pupil orientation covers such employee responsibilities as regular attendance, calling in when absent, and remaining at the work station during the time assigned. Personnel at both plants agreed that pupil absenteeism was their most serious problem. One director stated that some pupils were absent 15 to 20 percent of the time, often without calling in.

4.25 Objective: To improve the holding power of schools (to decrease the dropout rate).

EWEE pupil ideas about the importance of an education were reported in Table A, Addendum C. Some comments on this question were:

> "I talked to many people there and they told me how much education I needed for a job such as theirs."
>
> "As you talk to your supervisors and the other employees you will notice that all of them are college, and this will tell you that if you want to be successful you have to go to college."
>
> "EWEE let me see how hard it is for an outsider to get a job without an education or the proper training."
>
> "In working in personnel I came in contact with some of the people applying for jobs. And they do pick the ones with the higher education."
>
> "It just shows that the good jobs are not for the dropouts."

One criterion used to identify pupils with high dropout potential is low school achievement. Since EWEE pupils made very significant gains in school achievement as reported in Table B, the program would appear to have the effect of lowering the probability that pupils selected for EWEE will become dropouts.

Conversations with four training directors in two industries revealed their surprise at the high educational aspirations held by many EWEE pupils. However, these directors expressed a willingness to work with pupils -- now excluded from the program by current selection criteria -- whose attendance and scholarship records identified them as possible school dropouts.

4.26 Objective: To identify specific strengths and weaknesses of the project.

Each counselor was asked to complete an EWEE Evaluation. Responding to the question, "How many periods or hours do you estimate you have given to the EWEE program during the spring 1968 semester?" answers ranged from 15 to 150 hours with the median time reported as being 53 hours (Table D, Addendum C).

Counselors were at odds over the relationship of their counseling to the EWEE objectives. In answer to, "How much support do you feel that SAC counseling can give to the EWEE objectives as the program now is set up?" counselors gave a wide range of responses on a 1 - 4 scale (Much Support - Little Support) which were heavy on the low end of the scale (Table E, Addendum C).

Asked to comment on the value of the EWEE program and its relation to SAC counseling, counselors expressed a wide range of opinion from the brief "It's a big headache - not worth the time involved" to entire pages of constructive criticisms.

Typical comments appear below, followed by the number of counselors (from a total of 10) making the comment:

-Basically a good program.	6
-Program is of doubtful value.	3
-Not related to SAC counseling.	2
-Too time-consuming for the SAC counselor.	6
-Need more support from the specialist in charge.	1
-Need more definite long-range information to aid in pupil recruitment.	1
-Poor pupil attendance results from boredom due to poor planning by job supervisors.	3

Industry training directors noted differences in pupil attitude according to the schools from which the pupils came. Those from schools where the SAC counselor had visited the plant and in other ways had shown support exhibited good attitudes and an interest in what they were doing. Directors felt absentee rates appeared to be higher among pupils in schools offering no follow-up by the SAC counselor in response to inquiries by plant personnel about absentees.

Pupils were asked to comment on how the program could be improved. Typical responses included these:

-More stations. Move to different jobs more often.

-Jobs should have more challenge.

-Students should be assigned to job stations that pertain to their major.

-They should let girls do more work with their hands instead of office work all the time.

-Have more students in it.

-More time at each work station.

-Work stations should have actual work for the students. Some jobs have you just watch or listen.

-The time spent on the bus is too long.

Of seven administrators who commented on the component, six commented favorably. One suggested changing the time at each industry to four or five weeks so that pupils would have experience in four industries. Representative comments include:

-Students have stated that they are finding a new motivation in school.

-Is proving to be quite satisfactory.

-Working with adults in a real job situation proved to be an invaluable experience which helped to broaden their educational experience.

-Hopefully this program could be expanded.

No critical comments were received from administrators other than that the program served too few pupils.

4.30 Outcomes

EWEE pupils felt that with proper training they would be able to get jobs in industries like the ones they had in EWEE. Their ideas about the importance of an education, already strong, were reinforced through their EWEE participation. Pupils learned of many new job opportunities. Some were offered summer or regular positions as a result of their EWEE experience.

Pupil subject and citizenship marks improved during the EWEE semester.

Follow-up counseling of EWEE pupils varied greatly from school to school. A majority of SAC counselors said they did not have time to provide the counseling needed.

Poor attendance by some pupils was a cause of major concern for participating companies and for SAC counselors.

Employer supervisors and other plant personnel broadened their contacts with and seemed to have increased their understanding of minority group youngsters.

Counselors, pupils, and industry training directors made many suggestions for improvement of the program.

School administrators felt the program was worthwhile and effective.

5.00 CONCLUSIONS

Exploratory Work Experience Education seemed successful in improving pupil self-image in relation to vocational aspirations, in reinforcing positive attitudes toward school and education, and in increasing pupil awareness of vocational opportunities.

Pupils were exposed to employer expectations of employee responsibilities, but no evidence of pupil growth in this area was obtained.

Pupils selected for EWEE had a low dropout potential, which made the objective relating to improving the holding power of schools inappropriate. Some employers expressed willingness to work with a few pupils with high dropout potential as indicated by poor attendance and low scholastic achievement.

Some SAC counselors did not provide ongoing support or follow-up counseling for their EWEE pupils. The majority felt that the EWEE objectives bore little relationship to SAC counseling, and that their previous commitments to SAC pupils left them little or no time for the EWEE program.

Pupil absenteeism was a serious problem to employers and to counselors.

Administrators considered the component to be effective.

6.00 RECOMMENDATIONS

Follow-up counseling of EWEE pupils should be made the responsibility of a counselor who does not have a prior commitment to another group as does the SAC counselor. The counselor assigned this responsibility should be informed of the details of the program and should visit several of the participating companies.

The specifications should be changed to encourage the trial enrollment in the program of pupils with high dropout potential. If this is not done, then the objective relating to improving the holding power of schools should be dropped.

Companies should be provided with simple pupil-profile information and brief autobiographical sketches to assist them in assigning pupils to job stations which might fit pupils' interests and/or school majors.

ESEA Secondary Design #110

COMPONENT: Exploratory Work Experience Education

OBJECTIVES	DEPENDENT VARIABLES	ASSESSMENT DEVICES	COMMENTS
To improve the children's self-image	Pupil responses to questionnaire	Pupil Evaluation (110A)	All pupils
To change (in a positive direction) the children's attitudes toward school and education	Changes in pupil citizenship marks and attendance	Pupil Personnel Information (R&D1)	All pupils
To increase pupil awareness of vocational and educational opportunities	Pupil responses to questionnaire	Pupil Evaluation (110A)	All pupils
To improve pupil attitudes toward employee responsibilities	Pupil attendance record	Pupil Personnel Information (R&D1)	All pupils
To improve the holding power of schools (to decrease the dropout rate)	Pupil responses to questionnaire	Pupil Evaluation (110A)	All pupils
To identify specific strengths and weaknesses of the project	Administrator ratings Counselor ratings	Midyear Administrative Evaluation (101D) SAC Counselor EWEE Evaluation (110B)	Administrator responsible for program in each school All EWEE counselors

PROJECT NAME Exploratory Work Experience Education Code 110

Beginning date 9-11-67 Ending date 6-14-68

Grade Level	PUPIL ENROLLMENT	
	Public	Nonpublic
Preschool		
K		
1		
2		
3		
4		
5		
6		
7		
8		
9		
10	20	
11	99	
12	35	
Ungraded	5	
TOTAL	159	

NUMBER OF ADULT PARTICIPANTS

School Personnel	3
Parents	
Community Personnel	

PROJECT COST $ 70,266

TABLE A

. PUPIL EVALUATION OF EWEE

ITEM	RESPONSE More Important Now f	%	Less Important Now f	%	No Change f	%
12. How have your ideas about the importance of an education changed because of your EWEE experiences? N = 131	84	64	2	2	45	34

	FREQUENCY None 1	Some 2	3	Very Much 4	MEDIAN
6. How much do you feel that your high school courses have helped in preparing you for working successfully on a job? N = 138	6	15	50	67	3.5
7. How much do you feel that your EWEE experiences have helped in preparing you for working successfully on a job? N = 134	2	11	38	83	3.7

	FREQUENCY Yes	No	PERCENT Yes	No
8. Have your EWEE jobs made you want to change your plans for future high school courses?	35	98	26	74
9. Did your EWEE experiences give you any new ideas about your job future?	106	30	78	22
10. Have you talked with a counselor about your EWEE experiences?	79	55	59	41
11. Have you talked about your EWEE experience with other members of your family?	122	12	91	9
13. Do you feel that you, as an adult, would have a chance of getting a job in an industry like the ones you were assigned to in EWEE?	131	7	95	5
14. Do you think you will use what you learned in EWEE?	117	16	88	12
15. Would you make any changes in EWEE to make it better for others?	57	77	43	58

Table A is based on Form 110A.
Note: all percentages rounded to nearest whole.

Maximum N = 138

ADDENDUM C
110

TABLE C

EWEE PUPIL INTERVIEWS WITH SAC COUNSELORS

PURPOSE	FREQUENCY 1	2	3	4	5	6	7	8	9	TOTAL	MEDIAN
Educational Planning	25	11	9	24	26	2	1	1	3	102	3.8
Behavior	8	4	8	3	0	2	0	0	3	28	2.8
Personal Problems	31	12	6	1	2	0	0	1	4	57	1.4
Other (includes vocational)	7	8	9	12	6	4	0	0	18	64	4.3

Table C is based on Form R&D 1.

N = 155

TABLE D

ESTIMATED TIME GIVEN TO EWEE BY SAC COUNSELOR

											MEDIAN
SAC Counselor (coded)	1	2	3	4	5	6	7	8	9	10	
Estimated Hours Reported	150	125	125	100	75	30	25	20	15	15	53

Table D is based on Form 110B.

N = 10

TABLE E

SAC COUNSELOR SUPPORT FOR EWEE OBJECTIVES

ITEM	FREQUENCY Not determined at this time 0	Little support 1	2	3	Much support 4	MEDIAN
To improve the children's self-image	1	4	1	3	1	2.0
To change (in a positive direction) the children's attitudes toward school and education	0	5	1	2	1	1.3
To increase pupil awareness of vocational and educational opportunities	0	3	1	4	2	2.75
To improve pupil attitudes toward employee responsibilities	0	3	3	3	1	2.17
To improve the holding power of schools (to decrease the dropout rate)	0	4	2	4	0	2.0

Table E is based on Form 110B.

N = 10

CAREER GUIDANCE

Division of Secondary Education

1.00 DESCRIPTION

The Career Guidance instruction and counseling component was planned to help pupils develop attitudes and procedures for making decisions on present and possible future educational and occupational needs.

Occupational and educational guidance materials were selected, purchased, and allocated for use in the designated schools.

The component was a modification of the spring 1966 program called Vocational and Educational Guidance.

2.00 OBJECTIVES

-To increase pupil awareness of vocational and educational opportunities

-To provide inservice education

-To identify specific strengths and weaknesses of the project

3.00 IMPLEMENTATION

3.10 Duration of Component and Number of Schools

The component was funded for 12 Student Achievement Center senior high schools from September 11, 1967 through August 30, 1968.

3.20 Pupils

The Career Guidance instructional package was planned for classroom use by all pupils enrolled in the tenth-grade guidance course at SAC schools.

3.40 Activities

3.41 Staff Activities

A supervising counselor and a counselor-consultant were assigned to assemble a Career Guidance instructional package and introduce it to tenth-grade guidance teachers and other school personnel.

The package included library materials, supplies, and equipment designed to assist the counselor, teacher, and pupil in exploring areas of pupil interest, in selecting appropriate majors, and in providing guidance on occupational and educational opportunities.

The supervising counselor and the counselor-consultant worked directly with the guidance staff of the 12 senior high schools, served on various committees, and conferred with staff members in various divisions of the Los Angeles

City Schools. They also conferred with commercial producers of occupational-educational guidance materials and of storage and retrieval systems. They planned and led a two semester inservice education program for guidance class teachers and counselors.

Career Guidance staff activities continued through summer 1968.

3.42 Pupil Activities

Materials did not reach the schools in time to be used by pupils this year.

3.60 Personnel and Logistical Problems

Staff personnel initiated developmental projects during the fall semester but actual implementation had to await additional funding during the spring.

Budget appropriation complications limited the spring semester activity to acquainting teachers with materials and equipment in anticipation of the delivery and use of materials in fall 1968. The program has never directly involved pupils since its inception in spring 1966.

Budget appropriation complications delayed developmental aspects of the component until late in the second semester. The Career Guidance Handbook for Teachers is being compiled and part of it is planned for distribution to schools in fall 1968.

4.00 EVALUATION

4.10 Design

Component objectives were evaluated through participant ratings of the Career Guidance Workshop and through staff comments.

The following instrument was used to collect information on the variables:

-Form 111A, Inservice Workshop Evaluation

4.20 Attainment of Objectives

4.21 Objective: To increase pupil awareness of vocational and educational opportunities.

Because of delays in ordering and receiving materials and equipment, the career guidance package of library materials, supplies, and audio-visual equipment was not placed in the 12 SAC senior high schools in time to be used by pupils during the 1967-68 school year. As a consequence, the above objective could not be evaluated.

From district funds, a bus was provided each senior high school to take tenth-grade guidance pupils to the Seventh Annual Career Guidance Center. Career guidance funds were used to provide an additional bus to each SAC school, thus doubling the number of pupils who were able to attend.

4.22 Objective: To provide inservice education.

Guidance teachers and counselors from all but one SAC high school were paid to attend a workshop devoted largely to the use of career guidance materials. The 10 regular sessions of the workshop were held during a seven-month period from October 5, 1967 to May 16, 1968.

Participant responses (Table A) show medians for a 1 - 4 scale (Little value - Much value) at or above 3.0 for all workshop sessions. Ratings of 3.5 or above for six of 15 presentations indicate that half or more of the raters gave these sessions the highest rating possible. Twenty-three of 46 participants judged the workshop to be of maximum value in relation to teaching tenth-grade guidance.

Written comments on the workshop were favorable with 26 positive compared to only three mildly negative comments. Typical were these:

> -All sessions I attended were most helpful and worthwhile. I hope more of the same type will be given to all guidance teachers and others.
>
> -The entire workshop proved meaningful, especially the examples cited because I feel I can state these as motivation to my students.

4.23 Objective: To identify specific strengths and weaknesses of the project.

Workshop participants were asked to state their current school responsibilities and their requested assignment for September 1968 in a SAC school. Of the 49 responding, 26 were teaching no tenth-grade guidance classes, while 23 were teaching such classes (Table B). Only 21 were planning to teach guidance in fall 1968.

An estimate of the number of tenth-grade guidance classes being held at SAC schools, computed from five schools which submitted data, indicates that more than 160 of these classes are scheduled each semester. Since tenth-grade guidance is a 10-week course, each guidance teacher meets two classes for each period assigned. The 21 teachers in the workshop who plan to teach the course in September 1968 will reach only 60 of these classes, less than 38 percent of the total.

Eleven teachers said they had no current responsibility for either counseling or teaching tenth-grade guidance, and 17 reported that this would be true for the fall 1968 semester.

The supervising counselor reported that funds for library materials, supplies, and equipment totaling $26,980 were expended by January 2, 1968. The delay in requisitioning was caused by the need for an inventory of materials purchased with funds from the 1966-67 Vocational and Educational Guidance component.

Component specifications stated that these materials were for the use of pupils in tenth-grade guidance classes. The Specially Funded Programs administrative coordinator has asked principals to provide adequate storage and to assign classrooms for guidance classes.

5.00 CONCLUSIONS

The component has been operating since February 1966 with the materials still unavailable to pupils as of June 1968. All SAC senior high schools will have a complete instructional package by the opening of school in September 1968.

The inservice workshop was given a favorable rating by teacher and counselor participants.

More than 20 percent (11 of 54) of the workshop participants had no responsibility for either counseling or teaching tenth-grade guidance.

Estimates for the coming year indicate that fewer than half of the tenth-grade guidance classes in SAC schools will be taught by teachers who have had instruction in the use of specialized career guidance materials.

Eleventh- and twelfth-grade pupils will not have convenient access to Career Guidance materials stored in tenth-grade classrooms.

6.00 RECOMMENDATIONS

School libraries should be used to house those portions of the Career Guidance materials which are suitable for individual use by eleventh- and twelfth-grade pupils. Duplicate materials may have to be purchased for this purpose.

Workshop participants should be selected only from teachers and counselors who now have or will have responsibility for vocational counseling or for teaching tenth-grade guidance. Inservice education in the use of these materials for teaching tenth-grade guidance should be offered again during the 1968-69 school year.

ESEA Secondary Design #111

COMPONENT: Career Guidance

OBJECTIVES	DEPENDENT VARIABLES	ASSESSMENT DEVICES	COMMENTS
To increase pupil awareness of vocational and educational opportunities	Pupil scores on vocational-educational information test	Vocational-Educational Information Test	No pupils participated in component during 1967-68
To provide inservice education	Participant ratings	Inservice Workshop Evaluation (111A)	All participants
To identify specific strengths and weaknesses of the project	Staff comments		Written statements from supervising counselor and consultant

PROJECT NAME Career Guidance Code 111

Beginning date 9-14-67 Ending date 8-30-68

Grade Level	PUPIL ENROLLMENT	
	Public	Nonpublic
Preschool		
K		
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11	0	
12		
Ungraded		
TOTAL		

NUMBER OF ADULT PARTICIPANTS

School Personnel 63

Parents

Community Personnel

PROJECT COST $ 99,984

ADDENDUM B

TABLE A
CAREER GUIDANCE WORKSHOP EVALUATION

Sessions	Topics - Participants	FREQUENCY					MEDIAN
		Did not attend 0	Little value 1	2	3	Much value 4	
1	Orientation: ESEA programs, introduction to career guidance	4	0	4	21	17	3.3
2	Display of materials and equipment	3	0	8	8	21	3.6
	Graduation requirements (Janice Goldblum)	3	2	8	10	17	3.4
3	Minority group attitudes/Watts Skill Center (Lowell Cleaver or Ted Kimbrough)	7	1	4	7	28	3.8
	Career guidance related to English as a second language (Phil Hernandez)	8	3	3	15	14	3.3
4	Advisement Service, interest inventories, guidance procedures (Ruby Tyson)	7	0	11	12	12	3.0
5	Group dynamics (Herb Blavat, Nate Jackson, Tony Nunn, Dave Rappoport)	6	5	6	20	11	3.0
6	Group discussion: follow-up to session 5 and local crisis concerns	8	0	11	12	13	3.1
	D. O. T. (Gene Kocol)	6	0	8	17	12	3.1
7	Exploratory Work Experience Education (Nate Jackson or EWEE student panel)	7	0	6	12	18	3.5
8	Multi-media techniques--demonstration	11	3	6	15	10	3.0
9	Multi-media techniques--practical application	14	4	5	9	12	3.2
10	Simulation--Life Career Game (Dr. Varenhorst and student panel)	18	1	1	4	20	3.9
Special Sessions							
	McDonnell Douglas field trip	28	0	2	5	7	3.5
	Pacific Telephone field trip	32	0	0	2	5	3.8
In your opinion what is the value of the Career Guidance Workshop in relation to:							
	The teaching of tenth grade guidance?		0	5	18	23	3.5
	Counseling for educational and career choices?		1	4	22	21	3.4
	The guidance function of the classroom teacher of any subject?		3	10	12	17	3.2

Table A is based on Form 111A.

Maximum N = 49

TABLE B

TEACHING AND COUNSELING RESPONSIBILITIES OF CAREER GUIDANCE WORKSHOP PARTICIPANTS

ITEMS	NUMBER	TOTAL PERIODS TEACHING GUIDANCE
Spring 1968		
Teaching tenth-grade guidance only (no counseling)	9	20
Counseling only (no tenth-grade guidance)	15	0
Both counseling and teaching guidance	14	17
Not counseling or teaching guidance	11	0
Total	49	37
Fall 1968		
Planning to teach tenth-grade guidance (no counseling)	8	16
Planning to counsel (teach no guidance)	11	0
Planning to counsel and teach guidance	13	14
Not planning to teach guidance or counsel	17	0
Total	49	30

Table B is based on Form 111A.

N = 49

DROPOUT GUIDANCE

Division of Secondary Education

1.00 DESCRIPTION

Dropout Guidance is an ongoing component formerly called "Dropout Guidance Centers". Dropout Guidance counselors provided educational and vocational counseling for potential and actual dropouts, ages 16 to 19, referred by day school counselors, teachers, and administrators; by child welfare and attendance personnel; and by adult school counselors. Dropout counselors also reviewed report card and attendance records to locate potential dropouts. Youngsters also referred themselves.

Pupils were assisted in making educational plans and were advised of training and job opportunities. They were referred to appropriate community agencies for assistance with a variety of problems.

The component design shows a fundamental change from the previous school year when 13 schools had part-time counselors who worked from 6 to 9 p.m. only two evenings a week.

2.00 OBJECTIVES

- To improve the children's self-image
- To change (in a positive direction) the children's attitudes toward school and education
- To increase pupil awareness of vocational and educational opportunities
- To improve the holding power of schools (to decrease the dropout rate)
- To provide inservice education
- To identify specific strengths and weaknesses of the project

3.00 IMPLEMENTATION

3.10 Duration of Component and Number of Schools

The component operated from September 11, 1967 through June 14, 1968 in five high schools. Two more high schools added the component to their pupil services during spring 1968.

3.20 Pupils

Counselees included potential and recent dropouts who asked for help or who were referred from secondary schools, adult schools, and nonpublic schools. Counselors used these criteria to identify potential dropouts: lack of interest or lack of achievement, behavior problems, health problems, marriage, pregnancy, over-age for grade, and the need to find employment.

3.40 Activities

3.41 Staff Activities

For the fall 1967 semester, full-time dropout counselors were assigned to four high schools, and their supervising counselor was placed on a half-time basis in a fifth high school.

Seven high schools had full-time dropout counselors for the spring 1968 semester, and a new supervising counselor served the component full time.

Counselor hours were from 1 to 9 p.m. each school day, with some flexibility permitted.

Counselors held one or more interviews with each counselee. They planned adult school pupils' programs, adjusted day school programs, referred pupils for remedial classes, contacted community agencies for non-educational referrals, and located part-time jobs.

3.42 Pupil Activities

Pupils participated in conferences with counselors, enrolled in educational programs planned by counselors, and kept appointments made for them with referral agencies.

3.60 Personnel and Logistical Problems

Finding qualified personnel willing to work evenings for the pay rate authorized posed a problem, according to the supervising counselor.

The position of dropout counselor is not attractive to most counselors because of the evening hours and the type of counselees. One school did not fill its position until the fifth week of the fall semester. In the spring, one position was not filled until March 25, another remained vacant until May 1.

Lack of flexibility in scheduling pupils who were re-enrolling or were returning from extended absence limited pupils' chances of earning course credit. Pupils enrolling late in the semester often found they could not enroll for credit until the beginning of the next semester.

4.00 EVALUATION

4.10 Design

Component objectives were evaluated according to the following variables: pupil marks in subjects and citizenship, differences in attendance records and dropout rates among groups, changes in pupil scores on an attitude scale, number of pupil interviews for educational and vocational planning, ratings of inservice by participants, and administrative and staff evaluations of component.

The following instruments were used to collect information on the variables:

-Form R&D 1, Pupil Personnel Information

-Form 101J, Quick Measure of Concepts (QMOC)

-Form 112A, Dropout Counselor Evaluation

-Form 101D, Midyear Administrative Evaluation

-Form 112B, Evaluation by Administrators

4.20 Attainment of Objectives

Counselors provided a variety of services planned to contribute to the attainment of the objectives, but there were many differences in the kinds of services offered from counselor to counselor. During the fall semester, component leadership was affected by the assignment of the supervising counselor on only a half-time basis. No inservice meetings were held, and the resulting lack of uniformity in counseling practice made evaluation difficult.

During spring 1968, four new counselors and a new full-time supervising counselor joined the component to fill three vacated counseling positions and serve two additional high schools. Two of these positions were not filled until March 25 and May 1.

Changes in personnel resulted in a discontinuity of services to pupils at two schools. In only three of the seven schools did the same counselor serve the entire school year.

Pupil personnel data and evaluation data were incomplete. Of the three counselors who carried on a year-long program, two submitted data to Research and Development. Two of the seven counselors returned the Dropout Counselor Evaluation. Ten of 14 administrators returned evaluation forms. Three of the four new counselors were excused from completing pre-post report card data because of (1) late assignment of two counselors, (2) student unrest at one school, and (3) a general lack of clerical help.

Four types of pupil groups were evaluated for Dropout Guidance for the 1967-68 school year:

-Experimental group: Dropout counselors at three SAC high schools each selected approximately 50 pupils whose previous report cards showed them to be potential dropouts. The R&D consultant randomly assigned half of each group of 50 to a group which was to receive intensive counseling.

-Control group: The other half of the high potential dropout group was designated the control group and received no special counseling from the dropout counselor.

-Comparison group: The counselor at a fourth school selected high potential dropout pupils but left the position before intensive counseling was begun. Since the position was vacant until May 1968, these pupils received no dropout counselor services.

-Regular counselees: Actual and high potential dropouts who were referred to the dropout counselor by guidance staff, teachers, administrators, parents, or through self-referral, and with whom the counselor held one or more interviews, constituted this group.

4.21 Objective: To improve the children's self-image.

4.22 Objective: To change (in a positive direction) the children's attitudes toward school and education.

The principal means by which counselors attempted to improve self-image and change attitudes was the counseling interview. Regular dropout counselees had a total of 3293 interviews for 519 pupils, an average of somewhat over six interviews per pupil. More than half of these (1682) were for educational planning (Table A).

TABLE A

PUPIL INTERVIEWS

GROUP	N	Educational Planning	Other (Includes Vocational Planning)	Behavior	Personal Problems	Total	MEAN
Regular							
Boys	323	991	225	277	613	2106	6.5
Girls	196	691	70	85	341	1187	6.1
Both	519	1682	295	362	954	3293	6.3
Experimental							
Boys	31	61	13	28	57	159	5.1
Girls	34	72	13	16	52	153	4.5
Both	65	133	26	44	109	312	4.8

Table A is based on Form R&D 1.

The Quick Measure of Concepts (QMOC) attitude scale,designed by the Office of Research and Development of Los Angeles City Schools, was administered to 60 regular dropout counselees in three schools during the fall semester in an attempt to measure changes in attitudes and self-image. By the end of May, only 17 of these pupils could be located for the posttesting. No significant differences in pre-post mean scores were found in this group. Mean scores for all 10 concepts were close to the scores obtained by other senior high school groups. A separate reliability test-retest of this scale failed to yield sufficiently dependable scores to permit conclusions to be drawn (Table G, Addendum C). Report card marks and attendance records reflect pupil attitudes toward school and education. Numbers of Ds and Fs in subject marks, pre and post, were collected for four groups of pupils and are reported in Table B.

TABLE B

MEAN NUMBER OF DROPOUT COUNSELEE REPORT CARD MARKS OF D AND F

GROUP		N	PRE				POST			
			D		F		D		F	
			f	M	f	M	f	M	f	M
Experimental	Boys	21	34	1.62	62	2.95	30	1.43	40	1.90
Experimental	Girls	13	20	1.54	31	2.38	19	1.46	20	1.54
	Both	34	54	1.59	93	2.74	49	1.44	60	1.76
Control	Boys	27	30	1.11	72	2.67	35	1.30	51	1.89
Control	Girls	30	34	1.13	89	2.97	46	1.53	58	1.93
	Both	57	64	1.12	161	2.82	81	1.42	109	1.91
Comparison	Boys	16	16	1.00	52	3.25	25	1.56	31	1.94
Comparison	Girls	8	9	1.12	22	2.75	12	1.50	6	.75
	Both	24	25	1.04	74	3.08	37	1.54	37	1.54
Regular	Boys	41	60	1.46	80	1.95	71	1.73	59	1.44
Regular	Girls	29	48	1.66	47	1.62	35	1.21	43	1.48
	Both	70	108	1.54	127	1.81	106	1.51	102	1.46

Table B is based on Form R&D 1.

Table B shows that mean numbers of Ds and Fs were lower for all pupils reported in 17 of 24 comparisons. Control and comparison groups, which received no special counseling, showed slightly more improvement than did the experimental and regular groups. However, Table B must be interpreted with caution since only pupils who did not become actual dropouts are represented.

It is generally accepted that unsatisfactory marks in work habits and cooperation reveal pupil attitudes toward school and therefore may be used as indicators of probable dropout. Table C shows pre and post unsatisfactories (U) for the same pupils reported in Table B. All 12 comparisons in work habits show a smaller number of Us for the post sample. Control and comparison groups improved as much as did experimental and regular groups. Their cooperation marks, much better than their marks in work habits to begin with, also showed slight improvement. Gain in the experimental and regular groups was somewhat greater than in the control and comparison groups. However, experimental and regular group means still showed the largest number of cooperation Us.

TABLE C

MEAN NUMBER OF DROPOUT COUNSELEE CITIZENSHIP MARKS OF "UNSATISFACTORY"

GROUP			WORK HABITS				COOPERATION			
			Pre		Post		Pre		Post	
		N	f	M	f	M	f	M	f	M
Experimental	Boys	21	80	3.8	55	2.6	47	2.2	43	2.0
Experimental	Girls	13	40	3.1	27	2.1	21	1.6	21	1.6
	Both	34	120	3.5	82	2.4	68	2.0	64	1.9
Control	Boys	27	78	2.9	68	2.5	40	1.5	48	1.8
Control	Girls	30	105	3.5	79	2.6	44	1.5	48	1.6
	Both	57	183	3.2	147	2.6	84	1.5	96	1.7
Comparison	Boys	16	58	3.6	47	2.9	23	1.4	31	1.9
Comparison	Girls	8	21	2.6	11	1.4	6	.75	6	.75
	Both	24	79	3.3	58	2.4	29	1.2	37	1.5
Regular	Boys	41	108	2.6	93	2.3	71	1.7	63	1.5
Regular	Girls	29	65	2.2	61	2.1	35	1.2	46	1.6
	Both	70	173	2.5	154	2.2	106	1.5	109	1.6

Table C is based on Form R&D 1.

Pre and post absence and tardiness for experimental, control, and regular dropout counselees are shown in Table D. Results are skewed by a few pupils who had 60 to 70 days of absence.

When mean number of tardies at the conclusion of the component period was compared for experimental and control groups, the control group had a very significantly lower mean number. Pre and post tardies for regular counselees dropped from 23.8 to 13.9, but the post mean includes data based upon tardiness records of only 70 of the original 147 pupils reported in the pre mean, and therefore the result is not conclusive evidence of improvement for this sample.

TABLE D

MEAN NUMBER OF DROPOUT COUNSELEE ABSENCES AND TARDIES

GROUP		DAYS ABSENT					TIMES TARDY				
			Pre		Post			Pre		Post	
		N	f	M	f	M	N	f	M	f	M
Experimental	Boys	21	452	21.5	391	18.6					
Experimental	Girls	13	285	21.9	327	25.2					
	Both	34	737	21.7	718	21.1	13	255	19.6	230	17.7
Control	Boys	27	462	17.1	678	25.1					
Control	Girls	30	629	21.0	683	22.8					
	Both	57	1091	19.1	1361	23.9	18	232	12.9	171	9.5**
Regular	Boys	41	910	22.2	820	20.0					
Regular	Girls	29	375	12.9	641	22.1					
	Both	70	1285	18.4	1461	20.9	147	3500	23.8	975*	13.9

Table D is based on Form R&D 1.

* for 70 pupils
** Sig. at .01

Comments of two counselors indicate ways by which they tried to help counselees:

- -By increasing pupil confidence through pointing out educational and vocational alternatives to regular day school
- -By helping pupils see their dropout as a temporary rather than a permanent setback
- -By motivating pupils, through the counseling interview, to think in terms of life goals and methods of achieving those goals
- -By helping pupils see how "hard work" in school can contribute to a "better" future

4.23 Objective: To increase pupil awareness of vocational and educational opportunities.

The number of pupil interviews which dropout counselors held primarily to assist in educational and vocational planning was recorded for each counselee and is reported in Table A.

The proportion of educational planning interviews to vocational planning interviews, reported as about five to one, does not accurately reflect counselor practice for two reasons: (1) most pupil interviews for educational planning included vocational implications, and (2) there was no specific column on the reporting form for designating vocational planning interviews.

An important aspect of the dropout counselor's function was to present to pupils educational alternatives to the conventional day high school. Counselor recommendations for school programs and referrals to educational agencies are shown in Table E.

TABLE E

DROPOUT COUNSELOR RECOMMENDATIONS AND REFERRALS

Recommendations for: School Program	N	Referrals	N
Reading	6	Day staff counselor	36
Selected teachers	46	Summer school	55
Interests	56	State Vocational Rehabilitation	12
Adult school	129	Occupational Training Center	22
Enroll in school of area of residence	10	Continuation school	38
		Regular day school	102
Continuation school and other	78	Work Experience Section	54
None reported	195	Adult school	45
Total number of pupils	520	Total referrals (includes multiple referrals for some pupils)	364

Table E is based on Form R&D 1.

N = 520

4.24 Objective: To improve the holding power of schools (to decrease the dropout rate).

Counselor success at decreasing the dropout rate for regular and experimental counselees, as compared to control and comparison groups and to the overall school dropout rate, is reported in Table F, Addendum C. Among pupils who attended to the close of the school year, control and comparison groups were within one percent of the experimental group. The dropout rate of 14 percent for regular counselees was similarly within one percent of the overall 1965-66 dropout rate in schools having dropout counselors. These results may be poorer than indicated, however, since many of the 97 counselees "Not Reported" and the 42 with outcome "Not Known" may actually have been dropouts.

Overall school dropout rate cannot be compared equitably to the rate for dropout counselees,since the latter were selected because they were dropouts or had high dropout potential. On the other hand, the 59 percent of counselees who attended to the close of the school year included pupils who had "dropped out" of day school and were attending continuation or adult school on a part-time schedule.

One counselor made the following comment regarding this objective:

> "Trying to keep the hard-core dropout in school is difficult. Too often we get him when he is irreparably failing, and for him to remain in classes knowing that he cannot pass is not too encouraging.... "

4.25 Objective: To provide inservice education.

No inservice education meetings were held during the fall 1967 semester. Beginning with spring 1968, three meetings were planned and conducted by the new supervising counselor. Each of the seven dropout counselors was asked to evaluate these meetings and to make suggestions for future inservice education. Only two forms were returned.

One counselor rated the two meetings he attended as "Very helpful". The other counselor did not give ratings. Their comments were as follows:

> "All members should be present."
>
> "It would be helpful if we discussed what we were doing and exchanged ideas and information. It would also help to have consultations with a psychologist to discuss or define more serious cases."

The R&D consultant, who attended all inservice meetings, noted interested participation in discussion of counseling practices among those present. Absence from two out of three meetings by some counselors made discussion of data reporting difficult and may account for some of the deficiencies in data collection.

4.26 Objective: To identify specific strengths and weaknesses of the project.

Two counselors commented on the strengths of the program as follows:

> "Dropping out of school is an act that most students consider a crisis.... These students feel a deep loss of worth. The dropout counselor makes (it) possible for the student to see that all is not lost...."

> "Calling at homes is another strength. How some students can continue in school under the living conditions I've seen is more than I can understand."

> "The already over-loaded administrative offices [now] have an immediate referral for students who need special counseling for problems of attendance and non-achievement."

> "Counselor [is] familiar not only with the community services in personal counseling, educational and vocational guidance, and vocational training, but also with persons in these agencies...."

Comments on program weaknesses included:

> "We try to do too much. We must somehow try to keep a realistic pupil load."

> "I continue to see an overlap in function with the grade counselors and Child Welfare and Attendance workers."

> "When we convince a student to stay in school, we at times must send him back to teachers and classes that the student strongly rejects. Additions to the curriculum should be made to meet the needs of hard-to-reach youngsters."

> "The hours should be more realistic."

Administrators at three of the five schools which had dropout counseling for the fall semester commented on the component at midyear. One of these was strongly favorable, the other two neutral.

Administrators at the seven high schools and seven adult schools served by dropout counselors were asked to complete an evaluation form at the close of the school year. Seven administrators gave a median response of 3.3 on a 1 - 4 scale when asked to rate the effectiveness of Dropout Guidance.

Asked to comment on the impact of the program, administrators made the following responses:

-A program that has been needed for a long time. Appears to be working well.

-It has been helpful to the students whom we accept in the adult school, both those 18 years old and those on special permit, to have a counselor working in both schools.

-Handled by adult school - of some benefit.

-Does not apply to adult school.

Administrator comments on weaknesses in the program included:

-The dropout counselor should be located in the same office as the day school counselor. He should be able to use the regular counseling clerical staff to make appointments and receive telephone messages.

-Name should be changed to "special services counselor" to avoid the negative implications of "dropout".

-Too many referrals to do an effective counseling job for each. More counseling time needed.

-Not enough time spent in the day school.

Counselors and administrators commented on the inadequacy of the physical setting in some schools:

-No private office. The type of youngster dealt with generally had serious personal problems and resented being counseled in an open situation.

-Poor location of the dropout counselor's office implied lower status for the dropout counselor and also presented a problem of communication.

-Distance from day school offices provided less opportunity to see those students who were checking out. Changing location and phone numbers at 4:30 p.m. was inconvenient to students and parents.

-One counselor was sharing and 8' x 9' cubicle with another counselor.

Complaints about the physical setting for ESEA counseling were also heard from Group Counseling and Student Achievement Center counselors.

Commenting on the change in component design, an adult school principal said:

> "The dropout guidance program as it was organized in the 1966-67 school year was a distinct advantage to the adult program and the students it serves. The program as organized in the 1967-68 school year was of no benefit to the adult school."

4.30 Outcomes

Dropout counselors reported holding one or more interviews with 584 actual and potential dropouts for an average of approximately six interviews per pupil.

An attitude scale given in November and again in May was unable to demonstrate improvement in pupil self-image or change in pupil attitudes. Report card marks and attendance improved for all counselees who remained in school to the close of the school year. Groups who received no special counseling showed as much improvement as did regular and experimental counselees.

Counselors stressed educational and vocational planning in pupil interviews. They offered actual and potential dropouts alternatives to day school.

The dropout rate for counselees was the same as for pupils in groups which received no special counseling.

Inservice education was limited to three meetings.

Two of seven counselors evaluated the program with favorable comments. As program weaknesses, they listed counseling load, unrealistic hours, and lack of teacher and curriculum flexibility.

Administrators reported favorably on the component. They observed weaknesses in the physical facilities, the overload of referrals, the counselor selection procedure, the allotment of counselor hours to adult school, and the name of the component.

5.00 CONCLUSIONS

Counselors and administrators believed that the component was effective in meeting its objectives.

Comparison of counselees with groups who were not counseled provided no evidence that dropout counseling improved subject or citizenship marks, reduced absence or tardiness, or decreased the dropout rate.

Changes in pupil self-image or attitude toward school and education were not revealed by the instrument used.

Counselors made recommendations for educational programs and made referrals to community agencies.

An inservice education program was begun.

Counselors and administrators made specific suggestions regarding weaknesses in the component.

6.00 RECOMMENDATIONS

Counselor hours should be made more flexible to meet the needs of the local school and community and to balance services to day and adult school pupils. Shorter evening hours should ease the problem of counselor recruitment.

Adult school principals should be consulted in counselor selection and should share responsibility for counselor supervision during evening hours.

Inservice meetings should be planned for the year, the calendar for such meetings should be given to counselors, and attendance at all meetings should be expected.

Ways should be explored to improve physical facilities for component counselors.

The evaluation design and instruments should provide for investigation of long-range changes in pupil attitudes toward school and education.

Part of component resources should be used to study the causes of dropping out and to identify those causes for which the schools might offer solutions. Recommendations from such a study should be used to make changes in school practices intended to lower dropout rates.

The organizational structure of the school should be made more flexible so that dropouts might: (1) reenter school at any time during a semester; (2) not be required to adhere to a prescribed curriculum; (3) take as few or as many classes as might be advisable; (4) proceed at an individual rate; and (5) be programmed with teachers who adapt materials and methods to individual needs of pupils.

ESEA Secondary Design #112

COMPONENT: Dropout Guidance

OBJECTIVES	DEPENDENT VARIABLES	ASSESSMENT DEVICES	COMMENTS
To improve the children's self-image	Changes in scores on attitude scale	Quick Measure of Concepts (101J)	Pre and post to selected pupils
To change (in a positive direction) the children's attitudes toward school and education	Changes in report card marks, in work habits and cooperation, and in attendance records	Pupil Personnel Information (R&D1)	Pupils in experimental and comparison groups compared
To increase pupil awareness of vocational and educational opportunities	Number of pupil interviews for educational and vocational planning	Pupil Personnel Information (R&D1)	All pupils
To improve the holding power of schools (to decrease the dropout rate)	Differences in attendance records and dropout rates for experimental and comparison groups	Pupil Personnel Information (R&D1)	Pupils in experimental and comparison groups compared
To provide inservice education	Ratings by participants	Dropout Counselor Evaluation (112A)	All dropout counselors
To identify specific strengths and weaknesses of the project	Administrator comments	Evaluation by Administrators (112B) Midyear Administrative Evaluation (101D)	Administrator responsible for program in each school
	Counselor ratings and opinions	Dropout Counselor Evaluation (112A)	All dropout counselors

PROJECT NAME Dropout Guidance Code 112

Beginning date 9-11-67 Ending date 6-14-68

Grade Level	PUPIL ENROLLMENT Public	PUPIL ENROLLMENT Nonpublic
Preschool		
K		
1		
2		
3		
4		
5		
6		
7		
8		
9		
10	44	
11	133	
12	98	
Ungraded	296	
TOTAL	571	

NUMBER OF ADULT PARTICIPANTS

School Personnel 9

Parents ______________

Community Personnel ______________

PROJECT COST $ 99,803

TABLE F

OUTCOMES OF DROPOUT COUNSELING

GROUP		Total N	Not Reported		Enrolled but Dropped		Attended to Close		Not Known	
			f	%	f	%	f	%	f	%
Experimental	Boys	31	0	0	7	11	19	29	5	8
Experimental	Girls	34	0	0	12	18	14	22	8	12
	Both	65	0	0	19	29	33	51	13	20
Control	Boys	25	2	3	4	6	15	24	4	6
Control	Girls	38	3	5	14	22	17	27	4	6
	Both	65	5	8	18	28	32	51	8	12
Comparison	Boys	30	0	0	14	30	16	35	0	0
Comparison	Girls	16	0	0	8	17	8	17	0	0
	Both	46	0	0	22	47	24	52	0	0
Regular (Boys and Girls)		520	97	19	72	14	309	59	42	8
School dropout rate, 1965-66*		16,598			2462	15				

Percentages rounded to nearest whole numbers.
* Combined rate for schools with dropout counselors.
Table F is based on Form R&D 1 and Measurement and Evaluation Section Report No. 282.

N = 696

TABLE G

DROPOUT TREATMENT AND COMPARISON GROUP MEANS FOR QUICK MEASURE OF CONCEPTS

CONCEPT AND GROUP	N	PRE MEAN	POST MEAN	CORRELATION
ME				
Dropout Counseling - 1 year	15	28.5	28.5	.42
Comparison - 1 year	96	29.4	29.1	.42
Reliability - 1 week	97	28.6	29.4	.64
MY GRADES				
Dropout Counseling - 1 year	17	28.2	27.6	.59
Comparison - 1 year	97	27.7	28.4	.48
Reliability - 1 week	100	26.6	27.5	.78
MY FUTURE				
Dropout Counseling - 1 year	16	30.7	31.4	.38
Comparison - 1 year	93	31.5	31.9	.60
Reliability - 1 week	100	30.3	30.8	.58
MY CLASSMATES				
Dropout Counseling - 1 year	15	27.7	30.3	.43
Comparison - 1 year	92	29.9	29.0	.36
Reliability - 1 week	98	27.9	28.1	.67
PERSON I'D LIKE TO BE				
Dropout Counseling - 1 year	17	33.6	33.7	.20
Comparison - 1 year	97	33.1	32.8	.27
Reliability - 1 week	98	32.5	32.0	.60
MY BEST FRIENDS				
Dropout Counseling - 1 year	17	30.4	31.5	-.13
Comparison - 1 year	96	31.6	30.4	.36
Reliability - 1 week	99	29.9	29.8	.70
MOST PEOPLE				
Dropout Counseling - 1 year	17	27.0	26.8	.28
Comparison - 1 year	97	25.4	25.9	.37
Reliability - 1 week	96	25.4	27.0	.40
TEACHERS				
Dropout Counseling - 1 year	16	29.4	28.9	.65
Comparison - 1 year	96	29.4	29.5	.28
Reliability - 1 week	98	29.1	29.4	.64
COUNSELORS				
Dropout Counseling - 1 year	17	31.9	31.7	.30
Comparison - 1 year	96	31.6	32.0	.55
Reliability - 1 week	100	31.0	30.4	.74
MY SCHOOL				
Dropout Counseling - 1 year	17	30.1	29.6	.57
Comparison - 1 year	95	31.3	30.6	.41
Reliability - 1 week	100	29.4	29.4	.82

Table G is based on Form 101J.

FINE ARTS - MUSIC

Division of Secondary Education

1.00 DESCRIPTION

Part One of this continuing component involved on-campus programs presented by small groups of professional musicians. In Part Two pupils were transported to performances and rehearsals to hear representative compositions performed by outstanding musical organizations. Pupils learned about the musical life of the city where it occurred, and developed social amenities through direct personal experiences. All activities were designed primarily for pupils enrolled in music classes.

2.00 OBJECTIVES

-To provide cultural enrichment

-To identify specific strengths and weaknesses of the project

3.00 IMPLEMENTATION

3.10 Duration of Component and Number of Schools

The component operated from September 11, 1967 through June 14, 1968 in 12 junior high and 12 senior high schools.

3.20 Pupils

Attendance at music events was part of the regular academic program for music classes and involved approximately 52,400 pupils (duplicated count).

3.40 Activities

3.41 Staff Activities

A consultant planned the scheduling and chaperoning of music trips, served as chairman of teacher advisory committee meetings, and acted as liaison between the staffs of specially funded programs and music supervisors. Instructional materials were provided for preparation and follow-up activities. Newspaper coverage of the component's activities, as well as an evening opera performance within the target area, made parents more aware of the intent and scope of the program.

3.42 Pupil Activities

Pupils were prepared through specific lessons for their attendance at four different operas, at concerts on university campuses, at the Los Angeles Music Center of Performing Arts, and at the Shrine Auditorium.

A small number of pupils participated as members of the chorus in UCLA opera performances. Three or four outstanding pupils soloed with a professional orchestra at their schools. At least one class period was devoted to follow-up lessons after each event.

3.50 Specialized Materials, Supplies and Equipment

Each school was provided with representative phonograph recordings to implement the program.

3.60 Personnel and Logistical Problems

Lack of advance information as to Music Center rehearsals continued to be a problem mentioned by teachers.

4.00 EVALUATION

4.10 Design

Component objectives were evaluated according to the following variables: pupil, teacher, and administrator ratings of the program.

The following instruments were designed to collect information on the variables:

-Form 113A, Pupil Rating Scale (of music events)

-Form 113B, Teacher Rating Scale (of pupil reactions)

-Form 113C, Report of Music Department Chairman

-Form 113D, Teacher Evaluation (of the 1967-68 program)

-Form 101D, Midyear Administrator Evaluation

4.20 Attainment of Objectives

4.21 Objective: To provide cultural enrichment.

Unduplicated attendance (Table A) was obtained for each school by considering attendance at that off-campus or on-campus event which attracted the greatest number of pupils during the school year. Although fewer schools participated this year than last (26 compared to 59), due to reduced funds, this year's duplicated attendance of 51,375 was greater than last year's 34,924.

Each junior high included in the program sent pupils to at least one off-campus and one on-campus event. One senior high did not participate in the on-campus music program. Special on-campus events were made available to two junior highs not included in the program.

Pupils ratings of performances and rehearsals attended will be found in Table B. "Rehearsals" in Table B refer to Los Angeles Philharmonic Orchestra rehearsals at the Music Center, including a tour of this new facility. Therefore, pupil responses may reflect interest in both the rehearsal and the tour.

Pupil ratings seemed to indicate that one exposure to a performing group was enough, and they liked even less to listen to the same type of music on recordings.

Tables C and D reveal teacher responses to questionnaires concerning on- and off-campus events. They indicate that:

1. Teachers felt it was highly desirable for pupils to hear a conductor's instructions during rehearsal. (Most of this year's off-campus events were held at the Music Center, where pupils were generally unable to hear these instructions.)

2. Teachers considered advance program information generally complete and accurate, and reactions of pupils generally positive.

3. Open-end comments contained few negative remarks or suggestions for improvement.

4. Teachers generally felt that programs should be limited to pupils enrolled in music classes.

Table G presents data on teacher interpretations of pupil reactions to various types of performing groups.

4.22 Objective: To identify specific strengths and weaknesses of the projects.

Teacher assessment of the 1967-68 program is contained in Table E. Median ratings of 3.2 to 4.0 indicate teacher interest in extending the program. No important differences appeared in the rating of different types of programs.

In terms of recommendations for the future, instrumental teachers gave less support to vocal programs than vocal teachers gave to instrumental programs.

Thirty reports from department chairmen reiterate in general the responses of music teachers already noted. Programs were well received, marred only by an occasional error in scheduling and by some conditions beyond school control.

Fourteen of 16 staff members administratively responsible for the music component in their respective schools were favorably disposed toward the program. Two respondents voiced the same criticisms as several teachers have: lack of advance information and scheduling problems.

4.23 Supplemental Data

Table F indicates no important differences in the pupil ratings of types of performing groups.

Teachers thought pupils reacted favorably to all types of performing groups, particularly opera, mixed groups, and orchestral programs.

4.30 Outcomes

Approximately 24,700 pupils (unduplicated count) participated in the component.

Pupils rated rehearsals (generally at the Music Center) higher than on-campus performances, indicating either that field trips were the main attraction or that orchestra music was preferred to other types of music.

Teachers felt that participation should be limited to pupils enrolled in music classes.

5.00 CONCLUSIONS

Compared with last year, more pupils from fewer schools were provided with musically enriching experiences.

Pupils were inclined to rate off-campus events higher than those on campus. All events, however, were well received by most pupils. However, pupils seemed content to listen to a performing group only once.

Teachers felt that the musical experiences of the pupils were worthwhile.

6.00 RECOMMENDATIONS

Detailed advance program and artist information should be provided all schools for all events.

ESEA Secondary Design #113

COMPONENT: Music

OBJECTIVES	DEPENDENT VARIABLES	ASSESSMENT DEVICES	COMMENTS
To provide cultural enrichment	Pupil and teacher ratings	Pupil Rating Scale (113A) Teacher Rating Scale (113B) Report of Music Department Chairman (113C)	Four schools per month
To identify specific strengths and weaknesses of the project	Administrator and teacher ratings	Midyear Administrative Evaluation (101D) Teacher Evaluation (113D)	All administrators at participating schools Component teachers at participating schools

PROJECT NAME Music Code 113

Beginning date 9-11-67 Ending date 6-14-68

Grade Level	PUPIL ENROLLMENT	
	Public	Nonpublic
Preschool		
K		
1		
2		
3		
4		
5		
6		
7	14,300	
8		
9		
10	10,400	
11		
12		
Ungraded		
TOTAL	24,700	

NUMBER OF ADULT PARTICIPANTS

School Personnel 1

Parents

Community Personnel 136

PROJECT COST $ 66,457

TABLE A

EXTENT OF PARTICIPATION IN MUSIC EVENTS

Levels and Items	Participation in Events			
	Off Campus Only	On Campus Only	Totals Duplicated	Totals Unduplicated
Junior High Schools				
Number of schools	12	14		14
Total number of events	34	51		85
Total pupil attendance	2,220	28,880	31,100	14,300
Senior High Schools				
Number of schools	12	11		12
Total number of events	31	47		78
Total pupil attendance	2,535	18,740	21,275	10,400

Table A is based on reports from the SFP music consultant.

TABLE B

PUPIL RATINGS OF REHEARSALS AND PERFORMANCES

ITEMS	Number of Pupils Responding in Each Category									
	Rehearsals					Performances				
	1	2	3	4	Median	1	2	3	4	Median
20. How often have you heard this type of musical group perform? (1=never; 2=seldom; 3=occasionally; 4=often)	6	27	208	110	3.2	50	155	1374	1121	3.3
21. How much more do you know about this type of musical group than you did before this event? (1=none; 2=little; 3=some; 4=much)	16	65	173	99	3.1	176	483	1232	850	3.1
22. Watching the conductor, musicians or singers perform? (1=disliked very much; 2=disliked; 3=liked; 4=liked very much)	40	89	169	58	2.8	436	776	1113	391	2.6
After hearing the performance or rehearsal I would like to:	not at all	not much	some	very much		not at all	not much	some	very much	
23. Hear more music of this type in concert.	65	75	112	98	2.8	733	652	718	608	2.5
24. Listen to recordings of music of this type.	111	100	91	49	2.1	1065	691	615	323	1.9

Table B is based on Form 113A. Maximum N = 356 Maximum N = 2741

TEACHER RESPONSES FOR OFF-CAMPUS EVENTS

ITEMS	Frequency 1	 2	 3	 4	Median
15. To what extent should off-campus music events of this type be limited to pupils enrolled in music classes? (1 = not limited to music pupils; 2 = limited to pupils enrolled in a music class; 3 = limited to pupils consistently enrolled in a music class; 4 = limited to music majors)	2	12	1	1	2.0
16. How satisfactory was bus scheduling? (1 = very unsatisfactory; 2 = unsatisfactory; 3 = satisfactory; 4 = very satisfactory)	1	2	3	8	3.6
17. How satisfactory was the seating arrangement for pupils during the event? (1 = very unsatisfactory; 2 = unsatisfactory; 3 = satisfactory; 4 = very satisfactory)	1	3	4	8	3.5
18. How was your pupils' conduct before and after the event (including conduct on the bus)? (1 = poor; 2 = fair; 3 = good; 4 = excellent)	0	0	6	10	3.7
19. To what extent were your pupils distracted by conduct of pupils from other schools? (1 = much; 2 = some; 3 = little; 4 = none)	0	0	5	11	3.8
20. How desirable is it for pupils to be able to hear conductors' instructions to musicians during a rehearsal? (1 = not desirable; 2 = unimportant; 3 = desirable; 4 = very desirable)	0	0	7	7	3.5
21. Approximately how much time in minutes was allocated to a tour of the facilities? (1 = none; 2 = 10-25; 3 = 30-45; 4 = 50 or more)	5	9	2	0	1.8
22. Approximately how much time in minutes should be allocated to a tour of the facilities for this event? (1 = none; 2 = 10-25; 3 = 30-45; 4 = 50 or more)	3	7	5	1	2.2
23. How effective was the guide for the tour? (omit if no tour) (1 = very ineffective; 2 = ineffective; 3 = effective; 4 = very effective)	0	0	7	3	3.2
27. How complete was advance information about the nature of the program? (1 = very incomplete; 2 = incomplete; 3 = complete; 4 = very complete)	2	3	8	0	2.7
28. How accurate was advance information about the nature of the program? (1 = very inaccurate; 2 = inaccurate; 3 = accurate; 3 = very accurate)	1	0	10	2	3.1
29. What was the reaction of most of your music pupils after class discussion of the event? (1 = very negative; 2 = negative; 3 = positive; 4 = very positive)	0	0	10	2	3.1

Table C is based on Form 113B.

Maximum N = 16

ADDENDUM C
113

TABLE D

TEACHER RESPONSES FOR ON-CAMPUS EVENTS

	FREQUENCY				MEDIAN
ITEMS	1	2	3	4	
24. To what extent should on-campus music events of this type be limited to pupils enrolled in music classes? (1 = not limited to music pupils; 2 = limited to pupils enrolled in a music class; 3 = limited to pupils consistently enrolled in music classes; 4 = limited to music majors)	14	29	6	1	1.9
25. How was the pupil audience conduct during the event? (1 = poor; 2 = fair; 3 = good; 4 =excellent)	1	4	21	24	3.5
26. What was the pupil audience reaction to the event (classes other than yours)? (1 = very negative; 2 = negative; 3 = positive; 4 = very positive)	0	2	30	18	3.3
27. How complete was advance information about the nature of the program? (1 = very incomplete; 2 = incomplete; 3 = complete; 4 = very complete)	3	9	33	4	2.9
28. How accurate was advance information about the nature of the program? (1 = very inaccurate; 2 = inaccurate; 3 = accurate; 4 = very accurate)	0	5	31	12	3.1
29. What was the reaction of most of your music pupils after class discussion of the event? (1 = very negative; 2 = negative; 3 = positive; 4 = very positive)	0	0	36	13	3.2

Table D is based on Form 113B.

Maximum N = 50

TABLE E

TEACHER EVALUATION OF 1967-68 PROGRAM

ITEMS	Median Responses of Teachers with Various Specialties (On a scale of 1-4: 1 = eliminate; 2 = decrease; 3 = no change; 4 = increase)		
Teachers' Recommendations for Component in Terms of Future Enrichment for Pupils:	Instrumental Music	Vocal Music	Other Music Specialty or Specialty not Indicated
A. Location of programs			
(9) On campus programs	3.9	3.8	3.9
(10) Off campus programs (Music Center)	3.5	3.8	3.8
(11) Off campus programs (Shrine Aud.)	3.3	3.3	3.6
(12) Off campus programs (at colleges)	3.8	3.8	3.7
(13) Off campus programs (free tickets to various events)	4.0	3.7	3.8
B. Types of programs (concerts)			
(14) Violin soloists	3.4	3.6	3.3
(15) String ensembles	3.6	3.7	3.6
(16) Woodwind ensembles	3.9	3.7	3.6
(17) Brass ensembles	3.8	3.8	3.5
(18) Percussion ensembles	3.9	3.8	3.8
(19) Orchestras	3.9	4.0	3.8
(20) Bands	3.9	4.0	3.8
(21) Vocal soloists	3.2	3.8	3.6
(22) Vocal ensembles	3.4	4.0	3.9
(23) Choruses, choirs, glee clubs	3.5	4.0	3.9
(24) Opera workshops	3.2	3.8	3.6
(25) Dance programs	3.8	3.9	3.9
(26) Other	4.0	4.0	4.0

(continued on next page)

ADD

TABLE E (continued)

ITEMS	Instrumental Music	Vocal Music	Other Music Specialty or Specialty not Indicated
C. Types of Programs (Rehearsals)			
(27) Symphony orchestras	3.6	3.8	3.4
(28) College orchestras	3.6	3.8	3.3
(29) College bands	3.8	3.8	3.5
(30) Vocal groups	3.3	4.0	3.3
Table E is based on Form 113D. Maximum N =	13	14	22

TABLE F

PUPIL RATINGS OF TYPES OF PERFORMING GROUPS

ITEMS	Median Responses of All Pupils					
	Strings	Woodwinds	Brass	Vocal Solo	Opera	Mixed
20. How often have you heard this type of musical group perform? (1 = never; 2 = seldom; 3 = occasionally, 4 = often)	3.2	3.3	3.1	3.4	3.4	3.5
21. How much more do you know about this type of musical group than you did before this event? (1= none; 2 = little; 3 = some; 4 = much)	3.0	3.1	3.0	3.0	3.1	3.2
22. How did you like watching the conductor, musicians, or singers perform? (1 = disliked very much; 2 = disliked; 3 = liked; 4 = liked very much)	2.7	2.8	2.8	2.6	2.5	2.8
After hearing the performance or rehearsal I would like to: (1 = not at all; 2 = not much; 3 = some; 4 = very much)						
23. Hear more music of this type in concert.	2.4	2.6	2.3	2.3	2.5	2.7
24. Listen to recordings of music of this type.	1.9	2.1	1.9	1.7	1.9	2.0
Table F is based on Form 113A. Maximum N =	439	547	222	419	994	124

TABLE G

TEACHER INTERPRETATIONS OF PUPIL REACTIONS TO VARIOUS TYPES OF PERFORMING GROUPS

Type of Performing Group	N	FREQUENCY				MEDIAN
		Very Negative 1	Negative 2	Positive 3	Very Positive 4	
1. Strings	12	0	0	12	0	3.0
2. Woodwinds	13	0	0	10	3	3.2
3. Brass	5	0	0	4	1	3.1
4. Vocal Solo	8	0	0	6	2	3.2
5. Opera	12	0	0	6	6	3.5
6. Chorus, Choir	1	0	0	1	0	3.0
7. Orchestra	5	0	0	3	2	3.3
8. Band	1	0	0	1	0	3.0
9. Mixed	3	0	0	2	1	3.3

Table G is based on Form 113B.

N = 60

FINE ARTS - ARTMOBILE

Division of Secondary Education

1.00 DESCRIPTION

An Artmobile containing Exhibit #1, which consisted of works by 33 living local artists and by high school students, visited each of 24 designated Student Achievement Center schools for one or two weeks. The component staff provided an experimental program of Artmobile artist demonstrations as well as regular classroom instruction using specially prepared materials.

2.00 OBJECTIVES

-To provide cultural enrichment

-To identify specific strengths and weaknesses of the project

3.00 IMPLEMENTATION

3.10 Duration of Component and Number of Schools

The component operated from September, 1967 through June, 1968 in 24 schools designated as Student Achievement Centers.

3.20 Pupils

Approximately 9200 junior high pupils and 13,900 senior high pupils participated.

3.40 Activities

3.41 Staff Activities

An art consultant coordinated Exhibit #1 of the component and began designing and assembling Exhibit #2. A traveling art teacher-consultant worked with pupils and teachers in each school by providing special instructional materials, techniques, and knowledge necessary for implementation of the program, and advised the art consultant concerning operational and maintenance needs. An art clerk and a heavy-duty truck-driver completed the component's staff.

3.42 Pupil Activities

Pupils took part in class preparation, Artmobile visits, and follow-up activities.

3.60 Personnel and Logistical Problems

Time limitations and the size of art enrollment in some schools made it difficult to expose non-art students to the Artmobile as much as desired.

4.00 EVALUATION

4.10 Design

Objectives of the component were evaluated according to the following variables: pupil, teacher, and administrator ratings of the program.

The following instruments were designed to collect information on the variables:

-Form 114A, Pupil Rating of Artmobile

-Form 114B, Teacher Rating of Artmobile

-Form 114C, Artmobile Report

-Form 114E, Evaluation of Artist Demonstrators

-Form 114F, Teacher Evaluation

-Form 101D, Midyear Administrative Evaluation

4.20 Attainment of Objectives

4.21 Objective: To provide cultural enrichment.

Table A shows that 17,810 pupils visited the Artmobile. As noted in Table A, most senior highs were visited by the Artmobile twice during the year because of large art enrollments.

Pupils' ratings and reactions are recorded in Tables B, C, and D. Pupils' ratings were completed within one or two days of their visit to the Artmobile. Pupils remembered some artworks better than others. Boys and girls seemed in fairly close agreement in designating which artworks were forgotten, with differences ranging from 1 percent for "Give the Gang" to 7 percent for "American Girl". "Wild Boar" was remembered by 5 percent more boys than girls. "American Girl" was remembered by 7 percent more girls than boys. Differences in median ratings varied little between groups and among artworks.

Compared with boys, girls felt that after viewing the Artmobile they had developed a little more interest in art and artists and in seeing another Artmobile exhibit. Neither group felt they learned much more about art from their visit to the Artmobile.

Table D shows reactions of teachers to pupil Artmobile visits. The data show little difference between the responses of art teachers accompanying art pupils to the Artmobile and those of non-art teachers with non-art pupils. Visits of non-art classes were slightly shorter, on the average, and teachers of both types of classes thought the time allowed should be longer.

In answer to the question, "What should be considered in the design of future Artmobile exhibits?" teacher responses were many and varied. Few negative comments were made, but a number of suggestions for improvement were submitted.

Despite the fact that the Artmobile and adjacent area displayed from 50 to 100 percent as many student artworks as professional (82 professional works and 15 student artworks inside the Artmobile, and from 40 to 80 student artworks in the courtyard area), a number of teachers recommended that the number of student works be increased. It was also recommended that exhibits be made larger by adding more trailers.

At least 11 teachers suggested that motivational materials be improved by supplying each pupil with a brochure identifying artworks and containing artists' photographs and background data.

Many teachers commented on the educational and aesthetic qualities of the exhibit, as well as on the attractive decor of the Artmobile and the lighting and background music that augmented the displays.

Table E presents teacher evaluations of artist demonstrators. Data indicate that, even though artist demonstrators did not fully discuss all aspects of work being shown, teachers were unanimously in favor of continuing this phase of the art component. Evidently it was felt that artist demonstrators did not discuss the use of tools or various art media as much as their audience would have liked. But pupils were greatly interested in the demonstrations, and especially liked to watch artists as they worked.

Open-end comments received from teachers were mostly highly favorable, containing remarks such as, "Very interesting and stimulating presentation" and "Very informative". Of 156 comments received, only eight were somewhat negative.

4.22 Objective: To identify specific strengths and weaknesses of the project.

Table F introduces data reflecting teacher evaluation of the 1967-68 art component.

Art teachers made some use of materials supplied to motivate interest in the Artmobile exhibit. Few thought the Artmobile exhibit should be limited to art pupils, and most felt that the one week of display scheduled at each school was sufficient.

Most artworks, both student and professional, were considered as contributing to cultural enrichment, and there was a moderate trend toward recommending proportionately more student artwork either in general or from teachers' own schools. However, over half of the teachers responding indicated that the proportion of student work to professional work should either remain as it has been or the number of professional works should be increased. All aspects of the artist demonstration program were accorded maximum ratings by almost all respondents.

Twelve teachers agreed in stating that perhaps the greatest contribution of the art component to the cultural enrichment of disadvantaged pupils was in providing opportunities for these pupils to become aware of successful minority group artists and their work. Under "additional comments", the greatest number of teachers responded by reiterating their enthusiasm for the entire Artmobile presentation.

4.23 Supplemental Data (Tables G through I).

Tables G through I contain additional pupil ratings of specific items in the Artmobile. Pictures of exhibits in Artmobile follow Table I.

4.30 Outcomes

Approximately 18,000 pupils viewed the Artmobile exhibit.

Boys and girls tended to remember and forget the same artworks.

Girls seemed more interested in the Artmobile exhibit than boys. They also indicated greater emotional response to artworks than did boys.

Non-art teachers appeared to be as favorably disposed toward the Artmobile as an educational device for non-art pupils as were art teachers for art pupils. Teachers favored larger future exhibits, more student artwork, and more detailed motivational materials for pupils.

Art teachers highly commended the artist demonstrator phase of the program.

Pupil awareness of the work of artists, many of whom had come from disadvantaged areas, was seen by teachers as a major cultural contribution of the component.

5.00 CONCLUSIONS

Both the Artmobile exhibit and the program of artist demonstrations were very well received by pupils, teachers, and administrators.

Many teachers felt that the program should be expanded by adding more trailers and/or more complete Artmobiles, and by increasing the number of student artworks shown.

6.00 RECOMMENDATIONS

Display more student artwork if facilities can be increased.

ESEA Secondary Design #114

COMPONENT: Artmobile

OBJECTIVES	DEPENDENT VARIABLES	ASSESSMENT DEVICES	COMMENTS
To provide cultural enrichment	Pupil and teacher ratings	Pupil Rating of Artmobile (114A) Teacher Rating of Artmobile (114B) Artmobile Report (114C) Evaluation of Artist Demonstrators (114E)	One school per week Form 114C listed number of classes and pupils who visited Artmobile--also other basic data
To identify specific strengths and weaknesses of the project	Administrator and teacher ratings	Midyear Administrative Evaluation (101D) Teacher Evaluation (114F)	All administrators in participating schools Component teachers at participating schools

PROJECT NAME Artmobile Code 114

Beginning date 9-11-67 Ending date 6-14-68

Grade Level	PUPIL ENROLLMENT	
	Public	Nonpublic
Preschool		
K		
1		
2		
3		
4		
5		
6		
7	9,200	
8		
9	13,900	
10		
11		
12		
Ungraded		
TOTAL	23,100	

NUMBER OF ADULT PARTICIPANTS

School Personnel 71

Parents

Community Personnel 6

Plus Supportive Services

PROJECT COST $ 98,237

TABLE A

PUPIL ARTMOBILE ATTENDANCE

ITEMS	Junior Highs	Senior Highs	Total Schools
Number of schools visited by Artmobile:			
One visit	11	4	15
Two visits	1	8	9
Total schools	12	12	24
Total visits	13	20	33
Pupil attendance:			
Maximum total weekly attendance(unduplicated)	8,563	9,247	17,810
Total attendance (duplicated count)	9,230	13,884	23,114
Mean per school per visit	714	771	742
Pupil attendance as a percent of enrollment:			
Total enrollment*	25,334	33,490	58,824
Percent of enrollment attended per visit	34%	28%	30%

Table A is based on Form 114C.

* Based on publication by Los Angeles City Schools, Racial and Ethnic Survey, 1967.

TABLE B

BOYS' AND GIRLS' RATINGS OF SELECTED INDIVIDUAL ART WORKS

ITEMS	RESPONSES			
	Median Ratings		Percent of Total Who Could Not Remember	
	Boys	Girls	Boys	Girls
Question: How did you like the following artworks displayed in the Artmobile? (1=disliked very much; 2=disliked; 3=liked; 4=liked very much; 0=don't remember)				
"Daruma Box" (Chavez)	3.1	3.2	33%	30%
"American Girl" (Duran)	3.0	3.2	31%	24%
"Landscape" (Mugnaini)	3.3	3.3	33%	32%
"Give the Gang" (Corita)	3.0	3.1	45%	46%
"Wild Boar" (Pajaud)	3.2	3.2	35%	40%
"Crowning Glory" (Evjenth)	3.1	3.3	42%	41%
N =	1038	1119		
Mean % not remembered			37%	36%

Table B is based on Form 114A.

TABLE C

BOYS' AND GIRLS' RATINGS OF THEIR ARTMOBILE EXPERIENCE

ITEMS	FREQUENCY									
	Boys					Girls				
	Very Little 1	Little 2	Much 3	Very Much 4	MEDIAN	Very Little 1	Little 2	Much 3	Very Much 4	MEDIAN
Since visiting the Artmobile:										
How much more do you feel you know about art?	266	532	366	145	2.2	238	580	369	129	2.2
How much more interest do you have in art and artists?	254	505	362	286	2.4	173	467	459	304	2.6
How much do you think the classroom material and bulletin board display helped you understand the Artmobile?	258	413	412	274	2.5	215	405	460	267	2.6
How much would you like to visit another Artmobile exhibit?	155	200	372	683	3.4	82	172	335	808	3.6
How much would you like to have one of the works of art in the Artmobile?	156	157	243	848	3.7	116	149	286	852	3.7

Table C is based on Form 114A. N = 1,410 N = 1,403

TABLE D

REACTIONS OF ART AND NON-ART TEACHERS CONCERNING PUPIL VISITS TO THE ARTMOBILE

ITEMS	MEDIAN RESPONSES	
	Art Teachers with Art Pupils	Non-art Teachers with Non-art Pupils
How many times has this class visited this exhibit of the Artmobile?	1.1	1.0
How many minutes did it take this class to visit the Artmobile (not including time to and from Artmobile)?	28.0	26.0
How many minutes should it take this type of class to visit the Artmobile?	34.0	30.0
How much did the Artmobile experience contribute to pupils' general education? (1=little, 4=very much)	2.8	2.8
How many times could this class profitably visit the same Artmobile exhibit?	2.2	2.1

Table D is based on Form 114B. N = 68

TABLE E

SUMMARY OF TEACHER REPORTS ON ARTIST DEMONSTRATORS

ITEM	FREQUENCY OF RESPONSES IN EACH CATEGORY (Duplicated Count)	
	Yes	No
5. Were pupils given an opportunity to closely examine artist's work?	443	32
6. Did artist demonstrator use special teaching aids?	249	224
9. Would you like to have the artist demonstration program continue as a part of the Artmobile instructional unit?	149	0

	None 1	Little 2	Some 3	Much 4	MEDIAN
7. To what extent did the artist demonstrator discuss the following?					
a. Tools	81	78	167	143	3.0
b. Media	35	31	182	187	3.3
c. Techniques	44	50	178	218	3.4
8. To what extent did pupils seem interested in the following?					
a. Listening to artist demonstrator	4	22	109	339	3.8
b. Talking with artist demonstrator	10	55	204	221	3.4
c. Watching artist demonstrator work	50	12	63	347	3.8
d. Examining samples of artist demonstrator's work	27	25	147	292	3.7

Table E is based on Form 114E.

N = 442

TABLE F

TEACHER EVALUATION OF 1967-68 ARTMOBILE PROGRAM

ITEM	FREQUENCY				MEDIAN
	1	2	3	4	
Should the Artmobile exhibit be limited to pupils enrolled in art classes?	yes 8	no 68			
To what extent were motivational materials presented to pupils?	none 12	little 6	some 26	much 29	3.1
If the Artmobile were to be viewed only by pupils enrolled in art courses, how long should each exhibit remain at your school?	under 1 week 10	one week 48	two weeks 16	three weeks or more 1	2.1
How many professional artworks in the the Artmobile were of value in offering pupils cultural enrichment?	none 0	few 4	some 23	many 50	3.7
How many student artworks in the Artmobile or its courtyard were of value in offering pupils cultural enrichment?	1	4	37	34	3.4
What should be the ratio of student artwork to professional artwork in the Artmobile, compared with the 1967-68 display?	more professional work 10	about same ratio as at present 31	more student work in general 20	more student work, but from OUR school 14	2.4
To achieve the objective of providing cultural enrichment, how desirable is it:	not desirable	immaterial	desirable	very desirable	
to retain the artist demonstrators?	1	1	20	55	3.8
to have the artist demonstrators explain what they are doing?	0	1	11	65	3.9
to provide opportunities for pupils to question artist demonstrators?	0	1	17	59	3.9
to provide opportunities for pupils to closely examine the artists' products?	0	0	14	63	3.9

Table F is based on Form 114F.

Maximum N = 77

TABLE G

BOYS' AND GIRLS' EMOTIONAL REACTIONS TO WORKS DISPLAYED IN THE ARTMOBILE

ITEM	FREQUENCY									
	Boys					Girls				
	None 1	Few 2	Some 3	Many 4	MEDIAN	None 1	Few 2	Some 3	Many 4	MEDIAN
How many works of art in the Artmobile:										
Were difficult to understand?	189	578	392	221	2.4	170	633	436	144	2.3
Made you feel worried, sad, afraid, or angry?	832	274	205	64	1.3	870	258	211	48	1.3
Made you smile, feel good, or feel happy?	233	300	452	390	2.8	142	236	469	538	3.2

Table G is based on Form 114A. N = 1,380 N = 1,387

TABLE H

RATINGS OF SELECTED INDIVIDUAL ARTWORKS BY PUPILS WITH VARYING AMOUNTS OF ART TRAINING

ITEM	RESPONSES Median Ratings 1 Semester of Art	 2 Semesters of Art	 3+ Semesters of Art	 Percent of total who were unable to remember 1 Semester of Art	 2 Semesters of Art	 3+ Semesters of Art
Question: How did you like the following artworks displayed in the Artmobile? (0=don't remember it; 1=disliked very much; 2=disliked; 3=liked; 4=liked very much)						
"Daruma Box" (Chavez)	3.1	3.1	3.1	36%	26%	25%
"American Girl" (Duran)	3.1	3.1	3.0	33%	22%	17%
"Landscape" (Mugnaini)	3.2	3.2	3.6	42%	33%	23%
"Give the Gang" (Corita)	3.0	2.9	3.0	72%	59%	48%
"Wild Boar" (Pajaud)	3.1	3.2	3.3	52%	38%	27%
"Crowning Glory" (Evjenth)	3.2	3.2	3.3	57%	59%	41%
N =	855	439	477	(406)	(166)	(139)
Mean % =				49%	40%	30%

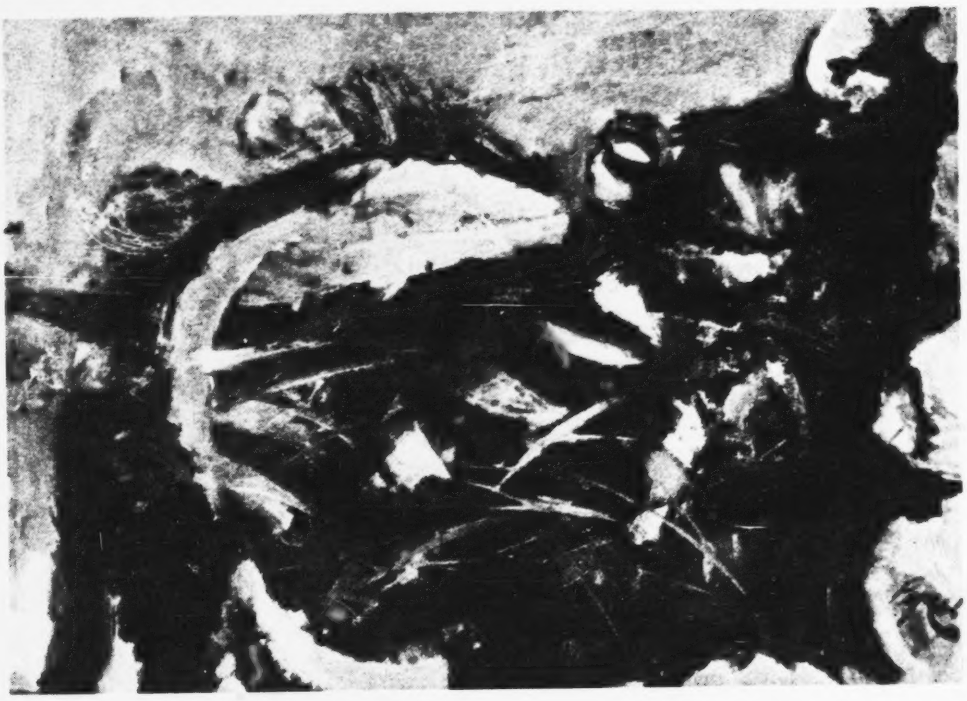
Table H is based on Form 114A.

TABLE I

RATINGS OF ARTMOBILE EXPERIENCE BY PUPILS WITH VARYING AMOUNTS OF ART TRAINING

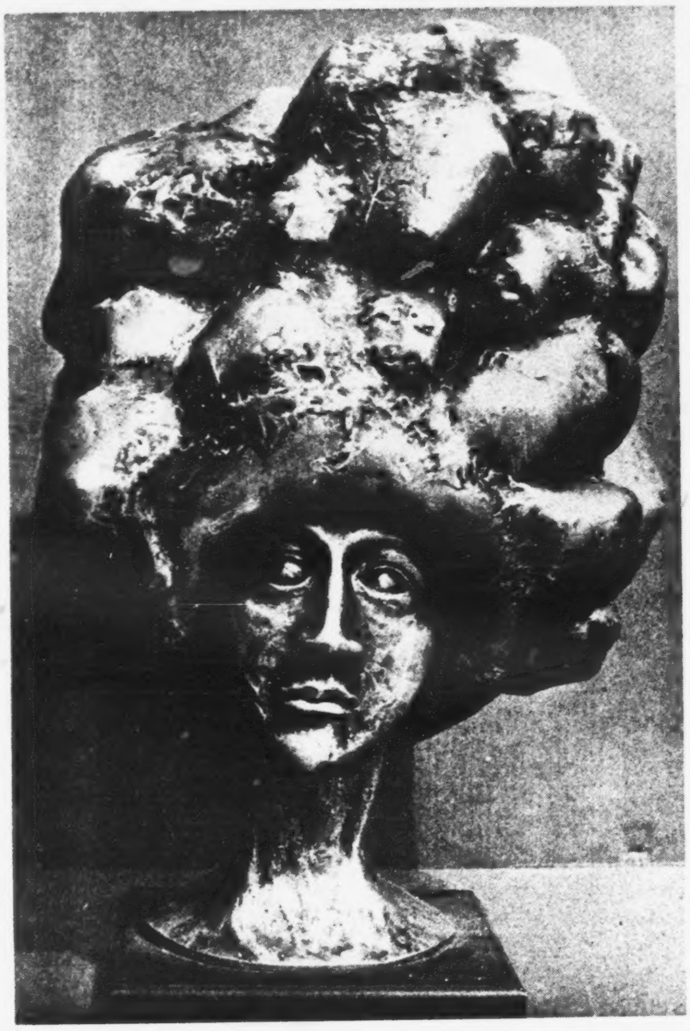
ITEM	MEDIAN RATING, ALL PUPILS, EACH CATEGORY		
	1 Semester of Art	2 Semesters of Art	3+ Semesters of Art
Question: Since visiting the Artmobile: (1=very little; 2=little; 3=much; 4=very much)			
How much more do you feel you know about art?	2.2	2.2	2.4
How much more interest do you have in art and artists?	2.4	2.4	3.0
How much do you think the classroom material and bulletin board display helped you understand the Artmobile?	2.5	2.6	2.7
How much would you like to visit another Artmobile exhibit?	3.4	3.6	3.6
How much would you like to have one of the works of art in the Artmobile?	3.6	3.7	3.8
	N=1507	629	635

Table I is based on Form 114A.

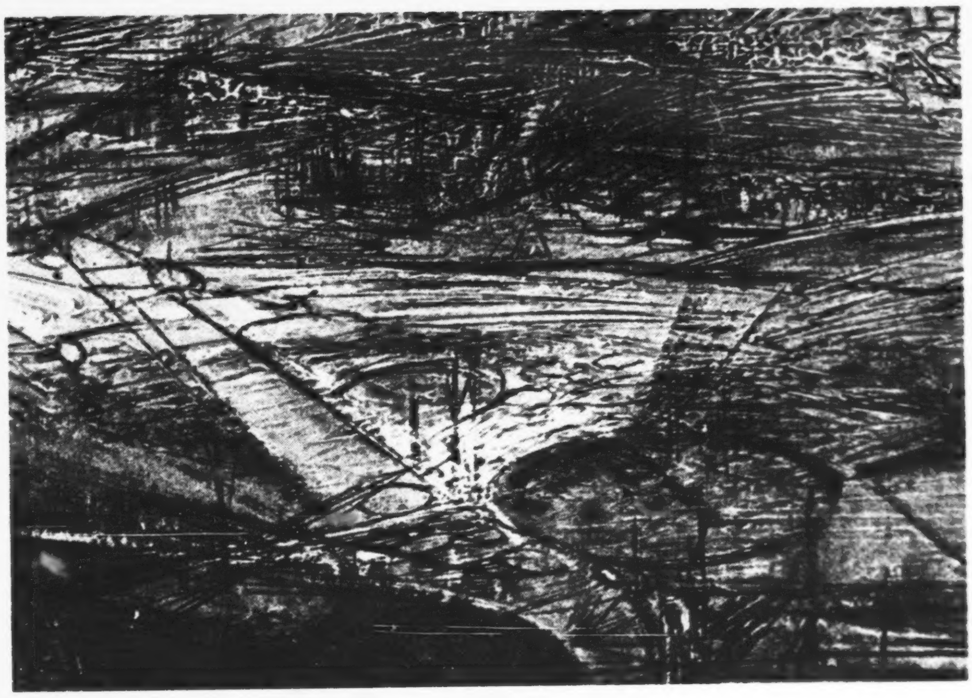


Wild Boar

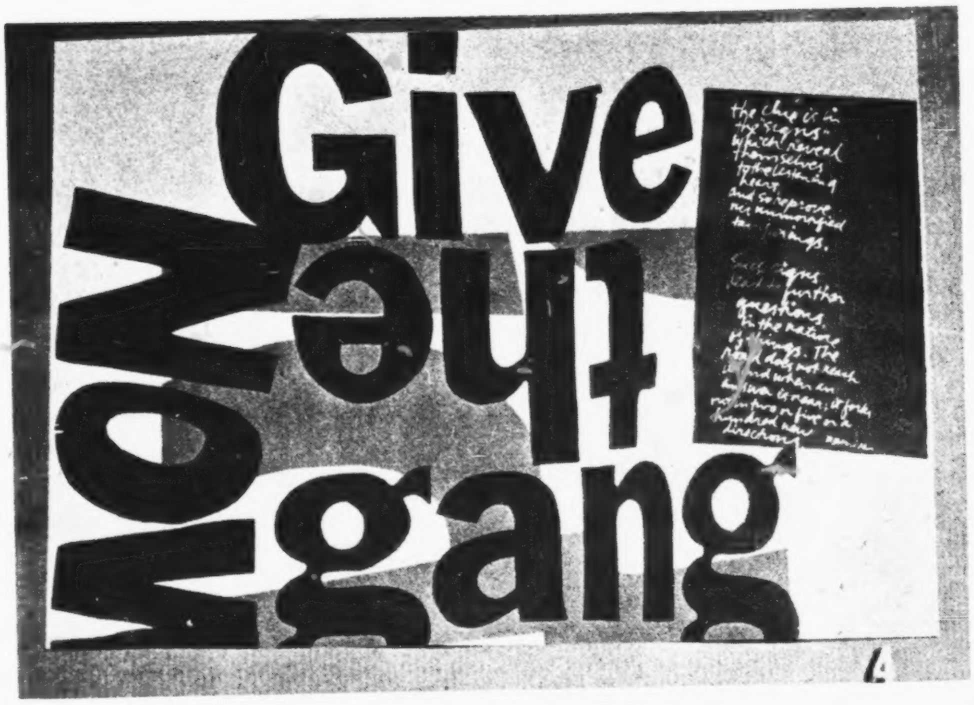
ARTMOBILE



Crowning Glory

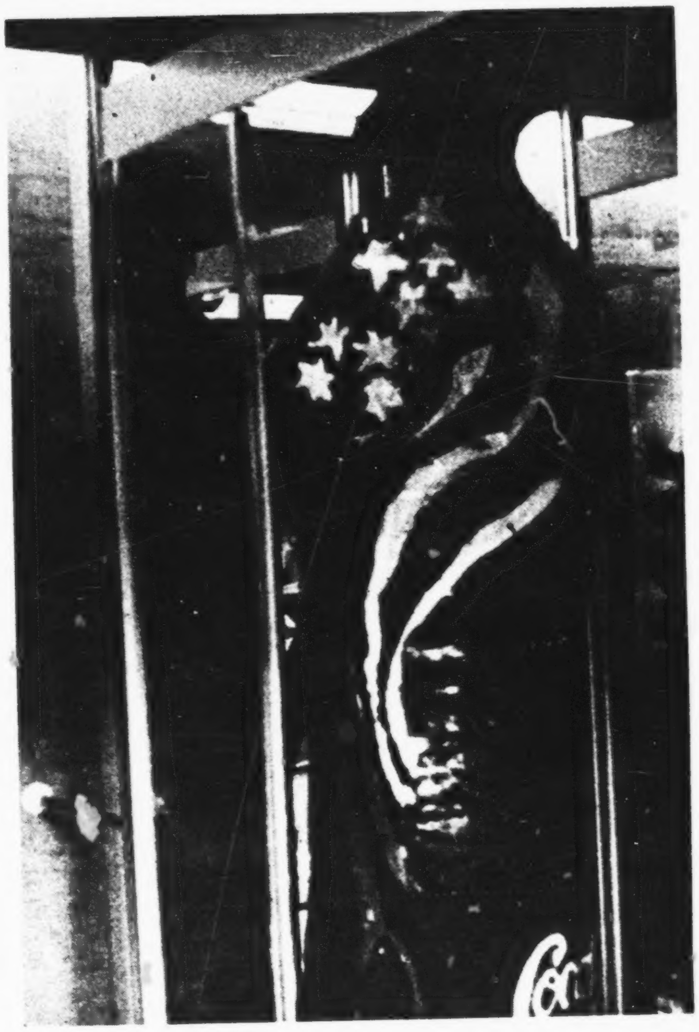


Landscape

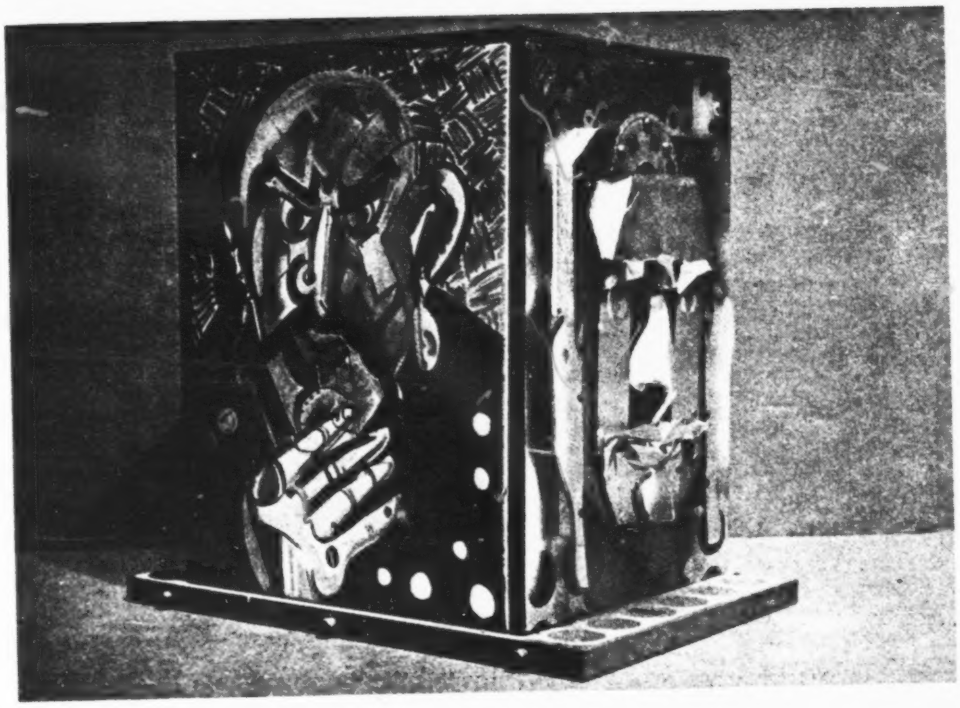

Give
the
gang
now

Give the Gang

DISPLAY

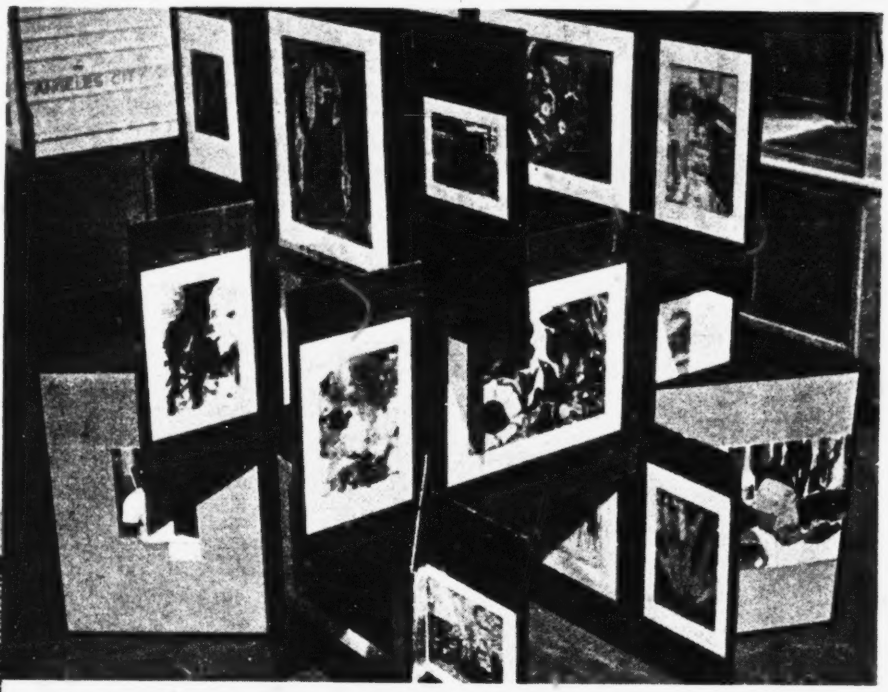


American Girl



Daruma Box

OUTSIDE DISPLAY AREA



A cluster of artworks in the Artmobile courtyard.

Pupils view courtyard exhibit.

Another view of the Artmobile outside display area.

THE APPRECIATION AND RECOGNITION OF CONTRIBUTIONS OF CULTURAL AND ETHNIC STRENGTHS (ARC)

Division of Secondary Education

1.00 DESCRIPTION

A sequence of activities involving problem-solving approaches to human relations was conducted in participating secondary schools in cooperation with the Office of Urban Affairs. The administrator in charge of Specially Funded Programs (SFP) in the Secondary Division coordinated in-school staff programs, human relations programs for students, and inservice education for participating teachers and administrators.

School staff programs known as Faculty Human Relations Workshops (FHRW) supplemented and reinforced Student Human Relations Workshops (SHRW). Functions of the component centered on such activities as multi-cultural weekend camps; Saturday Human Relations Conferences; exchange trips between different human relations workshop groups; and human relations programs during Brotherhood Week and Negro History Week, and at School-Community Festivals. These activities were cooperatively sponsored by the Division of Secondary Education and the Division of Instructional Planning and Services.

2.00 OBJECTIVES

-To increase participant awareness of problems in Human Relations

-To identify specific strengths and weaknesses of the project

3.00 IMPLEMENTATION

3.10 Duration of Component and Number of Schools

The program was in effect from September 11, 1967 through June 14, 1968. Sixty-five schools had Student Human Relations Workshops, and 20 schools had Faculty Human Relations Workshops.

3.20 Pupils

Approximately 2600 pupils in 29 junior high schools and 34 senior high schools participated in SHRW activities and programs.

3.40 Activities

3.41 Staff Activities

The program consultant worked cooperatively with local school sponsors, student teachers, and administrators of SHRW and FHRW programs to organize, publicize, and implement the various human relations and multi-cultural activities.

3.42 Pupil Activities

Pupils worked with their SHRW sponsor, the SFP ARC consultant, and their district personnel to help plan, publicize, and implement the programs developed by the consultant. A concerted effort was made to involve elected student leaders and potential student leaders of participating schools in and through workshops, conferences, and clubs.

3.50 Specialized Materials, Supplies, and Equipment

Handbooks: Student Human Relations Workshops (SHRW)

Faculty Human Relations Workshops (FHRW)

3.60 Personnel and Logistical Problems

There was difficulty in getting a sufficient number of qualified sponsors for SHRW groups. Participation by FHRW groups was limited. More funds were needed for buses and trips.

4.00 EVALUATION

4.10 Design

Objectives of this component were evaluated in accordance with the following variables: ratings of conferences, on-campus activities of pupils, and administrator and staff ratings of program effectiveness.

The following instruments were designed to collect data on the variables:

- -Forms 115A, C, E, and F obtained participant ratings of discussion topics and activities at conferences.
- -Forms 101D and 115B, D, and G sampled administrative and staff ratings of component effectiveness.

4.20 Attainment of Objectives

4.21 Objective: To increase participant awareness of problems in Human Relations.

The data in Tables A, B, C, D, and E in Addendum C record participant ratings of component activities. On a 1 - 4 scale (None-Much), most topics discussed and activities undertaken were regarded as having "Some" or "Much" value, except for those reported in Table E in which three-fourths of the items had medians below 3.4.

When junior and senior high ratings could be differentiated, as in Tables A and B, junior high pupils were found to have assigned somewhat higher ratings to 10 of 17 topics and activities. However, there was agreement between the two levels in giving lowest ratings to preconference reading, preconference discussion, and assembly speakers; and close agreement in medians assigned the three most popular activities: interaction through music, small group discussions, and informal discussions. Medians of junior high evaluations of topics ranged from 3.6-3.9, while those of senior high evaluations ranged from 3.1-4.0, but revealed consistency from conference to conference.

Data for Tables C, D, and E combine junior and senior high ratings, since few junior high pupils attended the conferences reported on these tables.

In a subsequent conference (Table D) space was allowed for pupils to reflect opinions for improving activities. No comments were directed at pre-conference activities. Comments alluded to conference speakers' inabilities to be frank, concise, and varied. Also, pupils felt that efforts should be made to have the composition of small discussion groups reflect the multi-cultural composition of the conference itself. Less movement of groups from place to place for meetings and longer discussion periods were proposed. Many pupils stated that the "real people" were missing, evidently referring to people who lack understanding. "Parents should be in attendance."

Table E depicts the ratings of the conference participants at Taft High School. Preconference preparation was rated among the lowest items, (1.7), with musical selections being the lowest (1.4). This consistently low rating for preconference preparation suggests that pupils are not being effectively prepared for conferences and therefore may not be receptive to the full benefit of conference offerings.

Participants' comments following the Taft Conference gave much space to the importance of bringing races together and opening lines of communication among races, pupils, parents, teachers, and administrators. Participants seemed to welcome knowing more about Negro history and the tenets of "Black Power".

They also expressed a strong interest in finding solutions to today's problems. In addition, pupils stated that conferences should be longer, more discussion should be allowed, and more pupils from schools representative of cultural diversity should attend.

Several activities were undertaken by one or two schools. These included exchange visits, visits to museums and other cultural centers, and pupil-faculty discussions. Comments indicated a willingness by most schools to participate in more exchange visits, but time was often not easily available for these activities.

4.22 Objective: To identify specific strengths and weaknesses of the project.

Sponsors responding to a questionnaire furnished comments such as: recruitment continues to be a problem; club meetings are scheduled at times which are inconvenient for pupils; not enough activities are provided to sustain pupil interest and attendance; and sponsors and pupils seldom know what other schools are doing. Sponsorship of clubs often changes, thus adding to the lack of direction and communication.

When asked for evaluations at midyear, administrators expressed positive feelings about the activities of human relations clubs in their schools. Some felt, however, that the club membership was not representative of their school population. Sponsors were also asked to respond to a year-end evaluation of activities in their schools. Their comments indicated a serious concern about the lack of time to make the program meaningful. They seemed concerned also with numerous encounters with apathetic pupils who joined clubs but refused to help plan or organize activities. In addition, many sponsors said activities were not carried out because of lack of funds and transportation.

One pupil representative from each school was also asked to make year-end comments on the activities in his school. These pupils reported gaining insights into the backgrounds, beliefs, and problems of pupils from different schools. Exemplifying responses to "What were the most valuable ideas presented" at the conference, were the following:

> "No matter what, people are people and MUST work together and try with all they have inside them to understand each other and to help each other survive."
>
> "Obtaining information about the feelings of others from different cultural backgrounds."
>
> "That people are people. That the world, no matter who made it, is ours to change. Only we can implement the changes we desire...."

4.30 Outcomes

Approximately 2600 pupils from 63 schools participated in this component during the school year.

Most pupils felt that component activities were constructive and rewarding.

Administrators judged the component to be effective in their schools but felt club membership should be more representative of the total student body.

Sponsors' comments about the component were favorable but serious concerns were expressed about the lack of time and funds to carry out activities.

There was decreasing junior high participation in conferences as the year progressed.

Preconference preparation consistently received low ratings.

5.00 CONCLUSIONS

Many pupils attended all component activities. However, pupil attendance decreased as programs continued.

Pupils, sponsors, and administrators judged the component to be purposeful and enriching.

6.00 RECOMMENDATIONS

Encourage schools to continue activities planned by the SFP consultant and to plan additional related activities on their own.

Plan inservice evaluation following each conference with the intent of making future conferences more rewarding for participants.

Help administrators recruit qualified sponsors for SHRW groups.

Consider allocating funds to provide for buses and other trip expenses.

Increase activities geared to the interests of junior high pupils.

Seek effective methods for preconference orientation of pupils.

ESEA Secondary Design #115

COMPONENT: Appreciation and Recognition of Contributions of Cultural and Ethnic Strengths (ARC)

OBJECTIVES	DEPENDENT VARIABLES	ASSESSMENT DEVICES	COMMENTS
To increase participant awareness of problems in Human Relations	Ratings of conferences	Student Human Relations Conference Evaluation (115A)	All pupils at conference
	Activities of pupils at schools	Sponsor Questionnaire (115B)	All sponsors
		ARC Sponsor Questionnaire (115D)	All sponsors
	Ratings of conferences	Human Relations Conference Evaluation (115F)	All pupils at conference
		Youth Rally Evaluation (115C)	Student Human Relations Workshop (SHRW) pupils at rally
		Camp Conference Evaluation (115E)	All pupils at camp conference
To identify specific strengths and weaknesses of the project	Administrative ratings	Midyear Administrative Evaluation (101D)	Administrators evaluated program at midyear
	Staff ratings of program effectiveness	ARC Sponsor Questionnaire (115G)	Staff rated program effectiveness

PROJECT NAME Appreciation and Recognition of Contributions of Cultural and Ethnic Strengths (ARC) Code 115

Beginning date 9-11-67 Ending date 6-14-68

Grade Level	PUPIL ENROLLMENT	
	Public	Nonpublic
Preschool		
K		
1		
2		
3		
4		
5		
6		
7	1,100	
8		
9		
10	1,528	
11		
12		
Ungraded		
TOTAL	2,628	

NUMBER OF ADULT PARTICIPANTS

School Personnel	74
Parents	
Community Personnel	

PROJECT COST $54,205

ADDENDUM B

TABLE A

JUNIOR HIGH EVALUATION OF HUMAN RELATIONS CONFERENCE

ITEMS	Number Attending	FREQUENCY				MEDIAN
		None 1	Little 2	Some 3	Much 4	
How much did you benefit from discussing the topics assigned to you?						
Extracurricular clubs, membership, and structure	70	0	12	15	43	3.7
Stimulating intergroup interaction and avoidance of segregation	46	1	1	7	37	3.9
Intercultural, interfaith, and interracial dating	44	1	1	9	33	3.8
Minority group responsibilities	29	0	6	6	17	3.7
Majority group responsibilities	24	1	0	6	17	3.8
Housing and human relations	23	2	3	5	13	3.6
Segregation within the school lunch-area, club, etc.	21	1	3	4	13	3.7
Nonacademic participation in student government and service clubs	15	1	0	3	11	3.8
Drugs and youth	14	0	1	2	11	3.5
What the teenager needs from parents	12	0	0	1	11	3.9
How can the schools relate better to the problems of today's youth?	11	1	0	1	9	3.9
How did the following activities help you in better understanding human relations?						
Assembly speakers	250	16	50	80	104	3.1
Small group discussions (during conference)	246	6	34	71	135	3.6
Informal discussions	228	10	33	71	114	3.5
Readings on topics before conference	207	27	47	68	65	2.9
Discussion of topics with sponsors before conference	204	19	43	60	82	3.2
Interaction through music	242	9	20	44	169	3.8

Table A is based on Form 115A.

Maximum N = 309

TABLE B

SENIOR HIGH EVALUATION OF HUMAN RELATIONS CONFERENCE

ITEMS	Number Attending	FREQUENCY None 1	Little 2	Some 3	Much 4	MEDIAN
How much did you benefit from discussing the topics assigned to you?						
Extracurricular clubs, membership, and structure	55	0	4	12	39	3.8
Stimulating intergroup interaction and avoidance of segregation	32	6	3	11	12	3.1
Intercultural, interfaith, and interracial dating	21	1	0	7	13	3.7
Minority group responsibilities	14	0	1	3	10	3.6
Majority group responsibilities	14	1	1	6	6	3.3
Housing and human relations	10	0	0	0	10	4.0
Segregation within the school lunch-area, club, etc.	9	0	2	3	4	3.3
Nonacademic participation in student government and service clubs	6	0	0	2	4	3.8
Drugs and youth	5	0	1	2	2	3.3
What the teenager needs from parents	4	0	0	1	3	3.8
How can the schools relate better to the problems of todays' youth?	1	0	0	0	1	4.0
How did the following activities help you in better understanding human relations?						
Assembly speakers	146	44	43	33	26	2.2
Small group discussions (during conference)	153	3	13	36	101	3.6
Informal discussions	143	4	11	39	89	3.7
Readings on topics before conference	105	29	33	28	15	2.2
Discussion of topics with sponsors before conference	106	23	21	40	22	2.6
Interaction through music	140	4	9	22	105	3.8

Maximum N = 171

Table B is based on Form 115A.

TABLE C

PARTICIPANT RATINGS OF CONFERENCE AT USC

ITEMS	FREQUENCY					MEDIAN
	Does not apply 0	None 1	Little 2	Some 3	Much 4	
How much did you benefit from discussing the following topics?						
Negro? Black? Colored? Afro-American? What is in a name? Does it matter?	5	2	7	21	45	3.7
What is the proper place for the history of the black man in the school and curriculum?	5	3	6	25	40	3.6
Black Power - What is its role in the world of today?	3	3	14	17	41	3.6
What human relations subjects (topics) would make classes in all schools valuable (worthwhile)?	7	6	17	18	28	3.1
What would you do to bring about better human relations in our schools?	4	2	8	22	36	3.6
Other(s)?	7	0	5	2	13	3.7
How much did the following activities help you in better understanding human relations?						
Assembly speakers	0	9	21	18	33	3.1
Youth-adult discussions	1	2	8	19	54	3.8
Informal discussions	0	3	5	12	49	3.8
Preparations prior to attending	1	10	14	15	27	3.1
Negro history through music	12	3	7	10	52	3.8
Musical selections	1	8	14	6	38	3.6

Table C is based on 115C. Maximum N = 84

TABLE D

PARTICIPANT RATINGS OF CONFERENCE AT GRIFFITH PARK

ITEMS	FREQUENCY				MEDIAN
	None 1	Little 2	Some 3	Much 4	
To what extent have the following discussion topics helped you in becoming better aware of problems in human relations?					
What are the barriers to full participation of students in cocurricular activities?	1	17	30	28	3.2
Have you noted new anti-Semitic patterns in your community or school?	12	26	20	17	2.8
Why do whites flee from neighborhoods in transition?	5	13	26	34	3.3
What effect can changes in racial and ethnic composition in the student body have on you? on the teachers? on the parents? on your community?	3	8	16	49	3.7
What can you do to improve intergroup and human relations in your school and community?	3	4	26	43	3.6
Please indicate the extent to which you feel the following activities have helped you understand human relations.					
Recreational activities	2	5	22	46	3.7
Group discussions	0	4	12	61	3.9
Guest speakers	3	8	23	39	3.6
Joint reports	5	14	27	28	3.2

Table D is based on Form 115E.

Maximum N = 78

TABLE E

PARTICIPANT RATINGS OF CONFERENCE AT TAFT HIGH

ITEMS	FREQUENCY				MEDIAN
	None 1	Little 2	Some 3	Much 4	
How much did you benefit from discussing the following topics?					
Social - community problems	9	28	102	96	3.3
Cultural relations	12	27	87	102	2.9
Morality	50	75	52	36	2.3
School problems	11	22	59	144	3.7
Other?	3	4	8	43	3.8
How much did the following activities or people help you in better understanding human relations?					
Discussion groups	2	9	62	161	3.8
Talks during breaks, lunch, and bus trip	11	33	93	97	3.1
Preparations prior to attending this conference	98	68	37	26	1.7
Musical selections	99	31	23	19	1.4
Assembly speakers	11	22	63	131	3.6
Resource people in discussion groups	32	47	74	67	2.9
Secretaries of discussion groups	39	63	58	53	2.6

Table E is based on Form 115 F.

Maximum N = 236

NEW MATERIAL FOR SOCIAL STUDIES

Division of Secondary Education

1.00 DESCRIPTION

In this ongoing component, supplemental instructional materials were written for pupils reading markedly below grade level. These materials were planned to (1) incorporate a developmental reading approach; (2) be appropriate to pupil maturity and interest; and (3) be oriented toward pupil ethnic and cultural backgrounds. After being evaluated in the classroom, new materials were published for use in selected schools. Six supplemental social studies books were published for eighth-grade use. During the spring semester, plans were made to develop ninth-grade materials.

2.00 OBJECTIVES

-To provide pupils with more effective instructional materials

-To provide inservice education

-To identify specific strengths and weaknesses of the project

3.00 IMPLEMENTATION

3.10 Duration of Component and Number of Schools

The component was conducted from September 11, 1967 through August 30, 1968. Eighth-grade materials were used in 39 schools. Ninth-grade materials were tried out in three junior high summer schools.

3.20 Pupils

The eighth-grade materials were used by approximately 15,000 pupils. The ninth-grade materials were used experimentally with approximately 120 summer school pupils of varied reading abilities.

3.40 Activities

3.41 Staff Activities

Development and publication of eight units for the series Adventures in American History were completed during 1967-68. Consultants conducted workshops for 97 eighth-grade teachers in the use of these units in August 1967, October 1967, and January 1968. A workshop for 51 department chairmen or their alternates was held in June 1968 to review material being developed for the ninth grade.

3.42 Pupil Activities

Selected pupils in 49 schools used the newly-published eighth-grade material. Pupils in summer classes at three junior high schools read, discussed, and evaluated ninth-grade materials.

3.60 Personnel and Logistical Problems

Two consultants had to leave the component because of other assignments. This slowed progress until two new consultants were employed to develop the ninth-grade materials. Delivery of Units 7 and 8 was delayed because of printshop problems.

4.00 EVALUATION

4.10 Design

Component objectives were evaluated according to the following variables: pupil and teacher ratings of new materials; raw scores on tests; participant ratings of workshops; administrator and teacher evaluation of the component.

The following instruments were designed to collect information on the variables:

- Form 101D, Midyear Administrative Evaluation
- Form 116A, Pupil Rating of Experimental Materials
- Form 116B, Teacher or Jury Rating of Experimental Materials
- Form 116C, Workshop Evaluation (Fall 1967)
- Form 116E, Workshop Evaluation (January 1968)
- Form 116F, Multiple Choice Test, Grade B8
- Form 116G, Multiple Choice Test, Grade A8
- Form 116I, Teacher Evaluation
- Form 116K, Summer Workshop Evaluation (June 1968)
- Form 116L, Teacher or Jury Rating of Ninth Grade Experimental Materials

4.20 Attainment of Objectives

4.21 Objective: To provide pupils with more effective instructional materials.

Table A presents pupil rating of experimental printed publications tried out in eighth-grade classrooms.

Median ratings in Table A indicate pupils have evaluated these materials as very high in interest, in readability, and in the ability of the materials to impart knowledge. The median rating of 3.2 for "Ease in reading" indicates materials appear to be valuable for reluctant or weak readers. If pupils had rated them 4.0, for example, they would have been saying the materials were too easy to read. Table B shows how a sample of 27 teachers rated the B8 experimental materials.

Table B reflects high median ratings (above 3.0) by teachers for all items listed except for "Extent to which ... improvement in reading skill can be discerned." Fifteen items on ideals of American democracy were condensed into one overall median of 3.5. Median ratings within the 15 items ranged from 3.0 ("Material portrays a balanced view of positive achievements and public problems in American history") to 3.9 ("Material avoids biased or discriminatory language" and "Content refrains from implications which are derisive or degrading to any of the groups which make up American society").

Table C summarizes results of an analysis of covariance relating to pupil achievement in social studies. Comparison groups were composed of pupils of reasonably similar academic aptitude, from the same schools, in classes not using ESEA materials.

Table C shows that the social studies achievement of selected pupils using ESEA materials during the spring semester did not differ significantly from that of pupils not using these materials.

Table D presents statistical information on multiple choice tests developed to assess the progress of pupils involved in this component.

Table D shows greater dispersion among scores for the A8 test than for the B8 test, as well as a greater standard error of measurement (less accurate scores) for the A8 test. Correlation figures indicate a greater homogeneity (extent to which items measure the same thing) for the A8 test than for the B8 test.

4.22 Objective: To provide inservice education.

Table E reflects ratings of workshop participants.

Workshop ratings, as shown in Table E, vary both among items rated and among the workshops. Some of this variation may be attributable to the fact that participants in the June workshop were all department chairmen.

The greatest differences and the greatest uniformity in median rating dealt with "Media as a means of reaching workshop goals". The differences dealt with "Informal discussion during 'breaks'" and the uniformity with "Small group discussions".

Workshop participants, in general, were complimentary in remarks about the content and organization of the workshops. A large number of respondents (24) were in agreement in recommending that there be more emphasis on methods of teaching new materials in future workshops. Eight respondents asked that care be given to choosing lecturers who have experienced success in teaching the disadvantaged, four felt that only those cultural characteristics which were applicable to the classroom should be presented, and three asked for more emphasis on motivation.

Several participants said group discussions should be more structured, and 25 made positive comments such as, "This was a very worthwhile experience."

4.23 Objective: To identify specific strengths and weaknesses of the project.

Table F portrays teacher evaluation of the component.

Data in Table F indicate that most respondents were assigned one or two classes in which the new materials would be especially suitable, that they were about evenly divided as to preponderance of Mexican-American or Negro pupils in their classes, and that most teachers tried materials out in only one class. Median ratings for appropriateness and effectiveness of materials ranged from 2.9 (effective) for their contributions to cultural background to 3.9 (satisfactory) for reading level. Most teachers rated the workshops as effective in presenting methods for use of ESEA materials.

In answer to the question, "How could ESEA social studies materials be improved?" many responses were received. Comments, and number of times made, follow: materials should cover more subjects and include more factual information (8); there should be greater variety in activities suggested (6); materials should be more closely related to pupils' everyday experiences and problems (5); a teacher's guide or handbook should be provided (4); include less on Negro personalities, more on Mexican-American background (4); materials should be more closely related to the course of study (3); include more drama activities (3); include more maps (3).

Teachers were asked how ESEA funds could be used to provide pupils with more effective, instructional materials. Recommendations, all of which asked for additional funds, were made for the following: filmstrips (13); overhead projectors and transparencies (9); films (6); workbooks, (6); audio-visual material in general (6); similar materials for other grade levels (6); tapes and tape recorders (5); phonograph records (4); supplemental reading material (4); larger quantity of presently available materials for each teacher (3).

Staff members administratively responsible for the social studies component in their schools were asked how they felt about the program. Of twelve replying, all but one made positive evaluations. One person said he was "not sure" about the program.

4.30 Outcomes

Pupils seemed to like the materials and accorded them high ratings in all respects.

Teachers did not rate materials quite as highly as did pupils but gave high ratings to all items except contributions of materials to the teaching of reading skills.

Pupils using ESEA materials during one semester did not improve significantly more in social studies achievement than did pupils not using the materials.

The A8 test appears to be a more reliable instrument than the B8 test.

Department chairmen rated several aspects of workshops higher than did other teachers. The median rating for each item was 2.5. The median rating for all participants for each item was generally above 2.5. Many teachers recommended greater emphasis on methods for classroom use of new materials and greater care in selection of speakers for future workshops.

When asked to evaluate the component as a whole, 89 teachers gave moderately high ratings to most aspects of the program.

5.00 CONCLUSIONS

Materials produced are highly satisfactory in meeting the interests and reading levels of pupils, but seem relatively ineffective in improving reading skills. Evidence is inconclusive with respect to their effectiveness in increasing social studies achievement, in comparison with the effectiveness of other materials used in the District.

The reliability of the B8 test is borderline.

Experienced teachers tended to rate workshops higher than did less experienced teachers. Teachers recommended increased emphasis, in future workshops, on methods of presenting new materials to pupils.

6.00 RECOMMENDATIONS

Improve the effectiveness of the materials in developing reading skills if this can be done without impairing the effectiveness of these materials in other respects.

Restructure the B8 multiple-choice test to improve reliability.

In future workshops, concentrate on methods of presenting new materials to pupils. Select persons with successful experience in teaching social studies to disadvantaged pupils as workshop speakers.

ESEA Secondary Design #116

COMPONENT: New Materials for Social Studies

OBJECTIVES	DEPENDENT VARIABLES	ASSESSMENT DEVICES	COMMENTS
To provide pupils with more effective instructional materials	Pupil and teacher ratings of new materials	Pupil Rating of Experimental Materials (116A) Teacher or Jury Rating of Experimental Materials (116B)	Forms 116A, F, G, H were used for printed materials only Form 116B was used both for mimeographed and printed materials
	Raw scores on nonstandardized achievement tests	Multiple Choice Test, Grade B8 (116F) Multiple Choice Test, Grade A8 (116G)	Forms 116F & G were used pre and post in spring 1968
To provide inservice education	Ratings of workshops	Workshop Evaluation (Fall 1967) (116C) Workshop Evaluation (January 1968) (116E) Summer Workshop Evaluation (June 1968) (116K)	Participants evaluated each workshop
To identify specific strengths and weaknesses of the project	Administrator and teacher ratings	Midyear Administrative Evaluation (101D) Teacher Evaluation (116I) Teacher or Jury Rating of Ninth Grade Experimental Materials (116L)	All administrators at participating schools Component teachers at participating schools

PROJECT NAME New Materials for Social Studies Code 116

Beginning date 9-11-67 Ending date 8-30-68

Grade Level	PUPIL ENROLLMENT	
	Public	Nonpublic
Preschool		
K		
1		
2		
3		
4		
5		
6		
7	14,654	
8		
9		
10		
11		
12		
Ungraded		
TOTAL	14,654	

NUMBER OF ADULT PARTICIPANTS

School Personnel	96
Parents	
Community Personnel	4

Plus Supportive Services

PROJECT COST $ 98,954

TABLE A

PUPIL RATINGS OF PRINTED PUBLICATIONS

ITEM	FREQUENCY (scale values: 1 = minimum, 4 = maximum) 1	2	3	4	MEDIAN
Interest (2)*	13	29	352	360	3.5
Knowledge gained (2)*	11	51	297	399	3.6
Ease of reading (3)*	17	92	649	365	3.2
Ease of written activities (1)*	5	30	164	180	3.4

Table A is based on Form 116A. Maximum N = 384

* Number in parentheses indicates number of questions summarized within the single item shown. No more than 384 responses were received for any one of the eight questions summarized in Table A.

TABLE B

TEACHER RATINGS OF EXPERIMENTAL MATERIALS, GRADE B8

ITEM	FREQUENCY (on a scale of 1-4, minimum to maximum) 1	2	3	4	MEDIAN
SECTION 1 - READING FACTORS					
Appropriateness of reading level	2	4	13	8	3.1
Extent to which an approach to improvement in reading skills can be discerned	0	13	9	5	2.6
SECTION 2 - GENERAL EVALUATION					
Suitability of content for specified reading level	0	5	16	6	3.0
Implementation of objectives and content of course	1	5	15	6	3.0
Accuracy and/or up-to-dateness of material	1	4	9	12	3.4
Organization of material for effective learning	0	2	17	8	3.2
Effectiveness and appropriateness of suggested activities	0	3	12	12	3.4
SECTION 3 - AMERICAN DEMOCRACY IDEALS					
(Summary of 15 items)	2	38	135	181	3.5

Table B is based on Form 116B. Maximum N = 27

TABLE C

ANALYSIS OF COVARIANCE, PUPIL ACHIEVEMENT

GRADE LEVEL	N	PRE MEAN	POST MEAN	ADJUSTED POST MEAN
Grade B8 Social Studies Achievement				
Title 1, ESEA	148	15.0	17.5	17.5
Comparison	110	14.8	17.0	17.1
			F(1,255) =	.261

Table C is based on Form 116F.

TABLE D

ANALYSIS OF SOCIAL STUDIES MULTIPLE CHOICE TEST

LEVEL AND GROUP	N	MEAN	STANDARD DEVIATION	STANDARD ERROR OF MEASUREMENT	CORRELATION
GRADE B8					
ESEA Title I	164	14.9	4.3	2.9	.57
Comparison	142	14.2	4.3	2.8	.56
GRADE A8					
ESEA Title I	136	22.5	7.1	3.3	.80
Comparison	114	22.0	6.7	3.3	.77

Table D is based on Forms 116F and 116G.

TABLE E

RATINGS OF WORKSHOPS BY PARTICIPANTS

ITEMS RATED	MEDIAN RATINGS		
	October Workshop (N=14)	January Workshop (N=22)	June Workshop (N=35)
Social Studies teaching experience (1 = 1-3 years; 2 = 4-6 years; 3 = 7-9 years; 4 = 10-12 years; 5 = 13-15 years; 6 = 16 or more years)	1.4	1.2	2.8
Number of ESEA social studies workshops previously attended	--	--	0.5
Lectures given toward teaching social studies to disadvantaged pupils (1 = minimum; 4 = maximum)	2.6	2.9	2.8
New methods of teaching introduces:			
Number of new methods (1 = none; 2 = few; 3 = some; 4 = many)	2.4	3.1	3.1
Value of new method(s) to rater (1 = little; 2 = some; 3 = much; 4 = very much)	2.7	2.7	3.1
Appropriateness and effectiveness of new materials discussed (1 = very inappropriate or ineffective; 2 = inappropriate or ineffective; 3 = appropriate or effective; 4 = very appropriate or effective)	3.2	3.4	3.5
Various media as means of reaching workshop goals; (1 = no help; 2 = little help; 3 = some help; 4 = much help):			
Lectures (as media)	3.1	3.7	3.3
Large group discussions	2.8	2.9	3.3
Small group discussions	3.1	3.3	3.1
Informal discussion during "breaks"	3.5	2.5	2.8
Reading assignments	2.7	2.4	--

Table E is based on Forms 116C, 116E, and 116K.

TABLE F

TEACHER EVALUATION OF COMPONENT

BASELINE DATA AND FACTORS RATED	FREQUENCY 1	2	3	4	MEDIAN
8. Number of B8 or A8 social studies classes assigned, spring semester, which were below average in reading ability	40	35	9	2*	1.6
10. Ethnic background of most of rater's pupils this semester (1 = Mexican-American; 2 = Negro; 3 = other)	28	29	11	0	1.7
11. Number of B8 or A8 classes in which rater tried out ESEA social studies materials this semester	41	21	7	3*	1.4
Appropriateness and effectiveness of ESEA social studies materials tried out:					
14. Reading level (1 = too difficult; 2 = difficult; 3 = too easy; 4 = satisfactory)	5	7	3	65	3.9
15. Maturity level (1 = very inappropriate; 2 = inappropriate; 3 = appropriate; 4 = very appropriate)	2	3	58	16	3.1
16. Contributions to cultural background (1 = very ineffective; 2 = ineffective; 3 = effective; 4 = very effective)	2	15	53	11	2.9
17. Meeting requirements of the course of study in general (1 = very ineffective; 2 = ineffective; 3 = effective; 4 = very effective)	0	5	60	18	3.1
18. Total number of ESEA social studies workshops attended	29	7	4	0	1.2
19. Effectiveness of any ESEA social studies workshops attended this school year in presenting methods for using ESEA mateials (1 = very ineffective; 2 = ineffective; 3 = effective; 4 = very effective)	1	6	19	12	3.1

Table F is based on Form 116I.

Maximum N = 89

* 3 raters indicated "5".

MATHEMATICS

Divison of Secondary Education

1.00 DESCRIPTION

Teacher participants in a computer mathematics workshop developed a pupil manual to accompany last year's publication, The Computer as an Aid in Teaching Mathematics. The manual has not yet been published. Participants in another workshop developed lesson plans for use with overhead projector transparencies produced in 1966-67. Following this workshop, two sets of lesson plans and transparencies were prepared for publication.

2.00 OBJECTIVES

-To provide pupils with more effective instructional materials

-To provide inservice education

-To identify specific strengths and weaknesses of the project

3.00 IMPLEMENTATION

3.10 Duration of Component and Number of Schools

The use of a computer was available in a junior high school for approximately eight weeks, and in a senior high school for approximately 12 weeks, from October to December 1967. The development and publication of materials required one calendar year.

3.40 Activities

3.41 Staff Activities

The development and publication of materials required coordination by the supervisor of Specially-Funded Programs (SFP) mathematics activities, plus the approval of administrators of ESEA components and District mathematics supervisors. Each of the two workshops was attended by seven mathematics teachers from ESEA schools and was under the direction of the supervisor of SFP mathematics activities.

3.42 Pupil Activities

Pupil activities were limited to instructional programs involving the use of a computer for 8 to 12 weeks in two secondary schools.

3.50 Specialized Materials, Supplies, and Equipment

Specialized instructional materials were developed by teachers and published, and specialized equipment (computers) was available for use by pupils during part of the year.

3.60 Personnel and Logistical Problems

The supervisor of SFP mathematics activities was also responsible for a much larger non-ESEA mathematics program, and no consultant was assigned to ESEA mathematics.

The budget for this component was based partly on anticipated cost of leasing computers. A decision to purchase, rather than lease, computers was made too late for reallocation of funds for this year. However, two computers were lent by manufacturers for several weeks during the school year.

Necessary authorizations to publish materials which were developed during 1966-67 and during workshops this school year required more time than expected.

4.00 EVALUATION

4.10 Design

Component objectives were evaluated according to the following variables: ratings of workshops; teacher and administrator evaluation of component.

The following instruments were designed to collect information on the variables:

-Form 117A, Workshop Evaluation

-Form 101D, Midyear Administrative Evaluation

4.20 Attainment of Objectives

4.21 Objective: To provide pupils with more effective instructional materials.

Effectiveness of instructional materials produced in teacher workshops could not be tested without access to computers. Authorization to lease computers was cancelled early in the school year and authorization to have transparencies produced in quantity was not granted during the school year. Therefore, attainment of this objective could not be measured.

4.22 Objective: To provide inservice education.

Table A shows background data on the five teachers submitting workshop evaluations.

In answer to the question, "What were your workshop goals?" the two respondents from the workshop on transparencies wanted to complete a teacher guide for the use of the transparencies developed in the 1966-67 ESEA mathematics program. Of the three computer workshop respondents, one considered the objective the writing of a student workbook in the use of computers, while the other two felt the goal was to write lesson plans for computer classes.

All five respondents thought their workshop goals were achieved. Two of the three computer workshop respondents said that they were not able to attend all meetings, and thus felt they contributed little to the accomplishment of goals.

Suggestions received for improving future workshops of this type included the following: (1) lengthen the workshop; (2) have "access to a library"; (3) have "better working conditions"; (4) adopt "a format for writing procedures"; (5) have "more classroom trials"; (6) "be more specific in assignments"; (7) "instill in members the need to be punctual on assignments."

Respondents in both workshops agreed that materials written were of immediate utility to teachers and should be produced in quantity.

4.23 Objective: To identify specific strengths and weaknesses of the project.

According to the supervisor in charge of specially-funded mathematics programs, strong points of this component included (1) the opportunity for teachers to exchange ideas with colleagues having dissimilar backgrounds, and (2) working together for the benefit of disadvantaged pupils. The most evident weakness of the program was said to be the need for longer workshops so that ideas could be more fully tested.

4.30 Outcomes

The accomplishment of the primary objective of the component could not be determined because of lack of necessary instructional equipment for pupils.

Respondents felt that workshops should be longer and should provide opportunities for classroom trial of materials developed.

5.00 CONCLUSIONS

No evidence is available to indicate whether or not pupils were provided with more effective instructional materials.

Workshops should include classroom trial of materials with follow-up discussion and should be long enough to allow effective evaluation of all materials developed.

6.00 RECOMMENDATIONS

No recommendations are made since the program has been discontinued for 1968-69.

ESEA Secondary Design #117

COMPONENT: Mathematics

OBJECTIVES	DEPENDENT VARIABLES	ASSESSMENT DEVICES	COMMENTS
To provide pupils with more effective instructional materials	Raw scores on nonstandardized achievement test	Multiple Choice Test on Computer Concepts	Scheduled for pre-post use during year; not used because pupils were not participating
To provide inservice education	Ratings by participants	Workshop Evaluation (January 1968) (117A)	Participants rated workshop
To identify specific strengths and weaknesses of the project	Administrator ratings	Midyear Administrative Evaluation (101D)	All administrators in participating schools

PROJECT NAME Mathematics Code 117

Beginning date 9-11-67 Ending date 1-20-68

Grade Level	PUPIL ENROLLMENT Public	 Nonpublic
Preschool		
K		
1		
2		
3		
4		
5		
6		
7		
8	65	
9		
10		
11	100	
12		
Ungraded		
TOTAL	165	

NUMBER OF ADULT PARTICIPANTS

School Personnel 15

Parents ______

Community Personnel ______

PROJECT COST $ Unavailable

TABLE A

WORKSHOP PARTICIPANTS' BACKGROUNDS

ITEM	TYPE OF WORKSHOP	
	Transparencies	Computer
Number of participants	7	7
Number of evaluations received	2	3
Mean number of ESEA mathematics workshops previously attended	0	1.3
Current assignment:		
a. Junior High	2	1
b. Senior High	0	2
Mean number of years of mathematics teaching experience	3	6
Mean number of semester hours of college courses completed in:		
a. College-level mathematics	33	33
b. Mathematics teaching	4	9

Table A is based on Form 117A.

PARENT EDUCATION

Division of Secondary Education

1.00 DESCRIPTION

This continuing component was designed to help parents develop increased understanding of their children, the school, and community agencies through participation in parent education classes, and through consultation with the parent education teacher. Home-school relationships and problems of adolescence were considered. All classes were scheduled two hours weekly, with regular classes scheduled during the day or evening as appropriate.

Five experimental classes for parents and their teenage children were planned and scheduled during evening hours.

2.00 OBJECTIVES

- To assist parents in understanding the social and emotional needs of adolescents
- To assist parents in understanding the educational program of the school
- To provide inservice education
- To identify specific strengths and weaknesses of the project

3.00 IMPLEMENTATION

3.10 Duration of Component and Number of Schools

The component operated from September 11, 1967 through June 14, 1968. Approximately 20 classes were offered at 30 sites during the school year.

3.20 Pupils

Interested parents were referred to parent education teachers through head counselors and other school administrators and community agencies. Emphasis was placed on encouraging participation of parents of pupils enrolled in ESEA projects.

Class size ranged from a low of three parents to a high of 44, but the average class size was eight.

3.40 Activities

3.41 Staff Activities

The staff recruited parents actively through publicity and by visiting community organizations and schools. The staff attended five inservice education meetings to learn more about basic needs of adolescents, methods of instruction, family and community life in disadvantaged areas, recruitment problems, and methods of evaluation.

Each parent education class was assigned a part-time adult school teacher for two hours weekly, with one hour of additional time provided for consultation with parents.

3.42 Parent Activities

Parent discussion groups brought neighbors together. Some parents learned how to communicate openly and meaningfully with their own and other families. Several newly-arrived immigrants learned about local schools. Three groups held their discussions entirely in Spanish. A few classes used instant Spanish translation in conducting their discussions. Field trips to educational institutions were attended by several classes as follow-up activities.

3.50 Specialized Materials, Supplies, and Equipment

Funds were provided to supply the parent education teacher with instructional materials when needed.

3.60 Personnel and Logistical Problems

It was difficult to find a sufficient number of parent educators who were able to conduct classes in Spanish. It was sometimes difficult to find branch locations that would meet the standards needed for a meeting place. The three-week waiting period for approval of such a place sometimes dulled the interest of prospective parent participants.

4.00 EVALUATION

4.10 Design

Objectives of this component were evaluated in accordance with the following variables: staff and participant ratings of activity, staff ratings of inservice education, and administrative staff evaluation of component effectiveness.

The following instruments were designed to collect information on the variables:

-Form 118A, Teacher Questionnaire

-Form 118D, Parent Rating Scale

-Form 118C, Teacher Rating Scale

-Form 118B, Inservice Workshop Evaluation

-Form 101D, Midyear Administrative Evaluation

4.20 Attainment of Objectives

4.21 Objective: To assist parents in understanding the social and emotional needs of adolescents.

4.22 Objective: To assist parents in understanding the educational program of the school.

Discussion topics were obtained by a survey of teachers' weekly reports. These reports indicated that the educational program of the school was discussed three times as often as were social and emotional needs of adolescents or community problems.

Table A indicates parent ratings of discussion topics and activities.

Using the median as a guideline, the results show that 55 percent of those returning the questionnaire rated component activities "very helpful". Most parents rated their particular discussion group the highest. Field trips, meeting in various places, and guest speakers were rated lowest. Sixty-three percent of responding parents judged discussion topics to be very helpful. Although all topics were rated favorably, discussions about the social and emotional development of pupils were rated lower than discussions about the educational program of the school. Parents also stated that the component should be continued next year. Some felt it was a good program but that not enough parents attended.

4.23 Objective: To provide inservice education.

The inservice education was rated by all the teachers in the component (Table B). Teachers gave all topics a median rating of 3.1 or more on a 1 - 4 scale. Pre-inservice preparation was rated lowest of the workshop activities. Although comments were invited, none was made.

4.24 Objective: To identify specific strengths and weaknesses of the project.

Teacher responses to a questionnaire (118A) reflected high enthusiasm but also some concern regarding parent participation, lack of time to contact parents between classes, and lack of time to complete necessary forms and reports.

At midyear, administrators cited examples of initial high parent participation which gradually diminished after the first few meetings. This was verified by the information on attendance (Tables D and E). Of the 649 parents attending the classes, 407, or about 63 percent of the group, attended for more than three class sessions.

With 11 of 20 teachers responding (Table C), most felt that they did a better job working with parents on the child's educational program than on his social and emotional needs. A similar consensus was indicated by parents (Table A). Teachers felt that problems at midyear continued to be problems at year-end, except for "Working with hostile and irate parents" which had improved by June. Teachers' comments cite many cases of parental inability to perform simple paper-and-pencil tasks, like filling out enrollment forms, which slowed group progress.

4.25 Supplemental Data (See Tables D and E, Addendum C)

Teachers' registers revealed that junior high parents accounted for 31 percent of the total attendance, with nearly 70 percent being women. Senior high parents made up 69 percent of total attendance, with three-fourths of them being women.

Junior high fathers had better attendance than did senior high fathers, and senior high mothers had better attendance than did junior high mothers. Finally, the women of both groups outnumbered the men of both groups by nearly two and one-half times. Reasons for the lowered attendance of men were not found in staff and parent questionnaire responses.

Table D shows that the number of times classes met varied widely, with 11 classes meeting over 20 times during the school year and three classes meeting less than 10 times. Seventeen of the 21 classes met 15 or more times.

Attendance data from Table E reveal that a total of 649 adults participated in this component this semester. Thirty-seven percent of these adults attended one to three meetings; 21 percent attended four to six meetings; 11 percent attended seven to nine meetings; and the remaining 31 percent attended 10 or more meetings.

Although the total unduplicated attendance for 1967-68 (649) has declined as compared with 1966-67 (743), the percentage of parents who have attended 10 or more meetings this school year has almost doubled. This means that more parents attended more meetings, indicating increased holding power in parent education classes.

Comparison of teacher registers revealed great disparities in reported average parent attendance, with some classes having as few as five parents per group and some as many as 25. The total unduplicated attendance (Table E) does not reflect these discrepancies.

4.30 Outcomes

Twenty-one classes operated during school year 1967-68, with 649 parents in attendance at one or more meetings. Two hundred forty-two parents attended one to three meetings, while 54 attended 15 or more meetings.

Parent comments reflected high enthusiasm and a desire to continue participating in this kind of program.

Administrators and staff noted that this component evoked initial high interest and participation which decreased as the school year progressed.

Teachers rated inservice topics and activities favorably except for pre-conference preparation.

5.00 CONCLUSIONS

A significant number of parents attended from one to six meetings.

Administrators and staff judged this component to be effective but questioned its holding power.

6.00 RECOMMENDATIONS

Well-attended and poorly-attended classes should be evaluated and compared to determine, if possible, what factors contribute to success or failure.

Attendance figures indicate that classes could be organized for small groups of parents meeting about 10 times a semester. This might counteract the widely-reported lag in enthusiasm.

ESEA Secondary Design #118

COMPONENT: Parent Education

OBJECTIVES	DEPENDENT VARIABLES	ASSESSMENT DEVICES	COMMENTS
To assist parents in understanding the social and emotional needs of adolescents	Staff ratings of activity	Teacher Questionnaire (118A) Teacher Rating Scale (118C)	All teachers in component
To assist parents in understanding the educational program of the school	Participant rating of activity	Parent Rating Scale (118D)	Parents in component
To provide inservice education	Staff ratings of inservice education	Inservice Workshop Evaluation (118B)	Staff rated effectiveness of inservice education and project in general
To identify specific strengths and weaknesses of the project	Administrative ratings of activity	Midyear Administrative Evaluation (101D)	Administrators evaluated program at midyear

PROJECT NAME Parent Education Code 118

Beginning date 9-11-67 Ending date 6-14-68

Grade Level	PUPIL ENROLLMENT	
	Public	Nonpublic
Preschool		
K		
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
Ungraded		
TOTAL		

NUMBER OF ADULT PARTICIPANTS

School Personnel	33
Parents	649
Community Personnel	

PROJECT COST $48,050

TABLE A

PARENT RATINGS OF DISCUSSION TOPICS AND ACTIVITIES

ITEM	Not helpful	FREQUENCY		Very helpful	MEDIAN
	1	2	3	4	
Activities					
This discussion group	1	2	7	76	3.9
Other discussion groups (such as informal gatherings)	0	5	43	30	3.3
Guest speakers	23	7	16	32	3.1
Field trips	2	1	10	17	2.5
Movies, filmstrips, photographs, and tape recordings	3	7	8	21	3.6
Visiting your child's school	2	4	19	51	3.8
Allowing teenagers to attend	0	15	17	39	3.6
Bringing a friend to a meeting	1	10	20	32	3.6
Meeting in various places	19	2	7	20	2.9
Topics					
Understanding your child's feelings about himself	0	3	25	43	3.7
Understanding your child's feelings about you	1	0	23	49	3.8
Understanding your child's feelings about his friends	2	3	35	31	3.4
Knowing the school staff and what they do	0	6	18	53	3.8
Knowing your child's ability to do class work	0	2	26	47	3.7
Knowing about the classes your child can take	1	4	18	51	3.8
Discussing graduation requirements	1	3	21	51	3.8
Knowing about school clubs and activities	6	6	18	45	3.7
Receiving information about education after high school	1	4	21	52	3.8

Maximum N = 86

Table A is based on Form 118D.

ADDENDUM C
118

TABLE B

TEACHER RATINGS OF INSERVICE

ITEMS	FREQUENCY None 1	 Little 2	 Some 3	 Much 4	MEDIAN
How much did you benefit from the talks and discussions on the following topics?					
"Overview of the Community, Parents, Students, and School and their Interaction." (Dr. Joe White)	0	1	5	10	3.7
"The Concerns and Problems of Disadvantaged Youth." (Ernie Priestly)	0	2	6	5	3.3
"A House Shattered." (Play by Ed Baldwin)	1	2	6	6	3.3
"The Mexican-American Adolescent and his Relation to the School, Home, and Community." (Jack Sanchez)	0	2	5	3	3.1
"How the Layman Views the Schools." (20 Community Leaders)	0	2	4	8	3.6
How did the following activities help you in better understanding the impact of the community on youth, their parents, and the school?					
Workshop speakers	0	3	9	6	3.2
Group discussions during workshops	0	1	11	7	3.3
Informal discussions	0	3	9	7	3.3
Readings on topics before workshop meetings	1	4	8	2	2.9
Discussion of topics with others prior to workshop meetings	1	5	5	4	2.8
Interaction through stage play	1	3	6	4	3.0

Table B is based on Form 118B.

Maximum N = 19

TABLE C

TEACHER RATINGS OF COMPONENT

ITEMS	FREQUENCY No Value 1	Little Value 2	Some Value 3	Much Value 4	MEDIAN
Please indicate the value of the component in assisting parents to better understand their:					
child's feelings about himself.	0	1	5	4	3.3
child's feelings about his parents.	0	0	6	4	3.3
child's feelings about his friends.	0	1	8	1	3.0
child's ability to get along with others.	0	1	7	2	3.1
child's ability to do school work.	0	1	8	1	3.0
child's school curriculum and graduation requirements.	0	0	4	6	3.7
child's extra-curricular activities.	0	2	4	5	3.4
child's opportunities for education after high school.	0	2	5	4	3.2
child's teachers and what they do for him.	0	0	2	9	3.9
The following were problems indicated by parents, teachers, and administrators at mid-year. To what extent are these still problems?	Little 1	Some 2	Much 3	Very Much 4	MEDIAN
Increasing and sustaining parent participation.	1	4	3	3	2.8
Working with hostile and irate parents.	4	2	2	1	1.8
Allowing parents to better utilize the resources of the school and staff.	1	2	3	2	2.8
Communicating component accomplishments to the community and school.	3	0	2	3	2.7

Maximum N = 11

Table C is based on Form 118C.

TABLE D

MAXIMUM NUMBER OF CLASS MEETINGS

Group and Semester	1-5	6-10	11-15	16-20	21-25	26-30	Over 30	Total
Junior High School								
School year, 1967-68	0	1	1	3	0	2	0	7
Senior High School								
School year, 1967-68	0	2	0	3	4	4	1	14
Total	0	3	1	6	4	6	1	21

Table D is based on adult school registers.

TABLE E

UNDUPLICATED ATTENDANCE IN PARENT EDUCATION CLASSES

ADULTS ATTENDING	MEETINGS ATTENDED						
	1-3	4-6	7-9	10-12	13-15	Over 15	Total
Junior High School							
School year, 1967-68							
Men	21	16	16	3	8	0	64
Women	50	36	18	5	18	8	135
Senior High School							
School year, 1967-68							
Men	31	26	10	31	17	7	122
Women	140	58	30	47	14	39	328
Total							
Men	52	42	26	34	25	7	186
Women	190	94	48	52	32	47	463
Grand Total	242	136	74	86	57	54	649

Table E is based on adult school registers.

STUDY SKILLS CENTER

Division of Secondary Education

1.00 DESCRIPTION

The Study Skills Center, located at Washington High School, was designed in the spring of 1966 as a pilot effort to raise the educational achievement of disadvantaged pupils through individualized instruction. Programmed instructional materials and electronic teaching equipment were provided.

2.00 OBJECTIVES

-To improve achievement levels in specific subject areas

-To identify specific strengths and weaknesses of the project

3.00 IMPLEMENTATION

3.10 Duration of Component and Number of Schools

The center was operated from September 11, 1967 to June 14, 1968 at Washington High School.

3.20 Pupils

Two experimental classes were conducted: one in basic mathematics and one in tenth-grade English. Each of these classes met one period a day for two semesters. Pupils were also referred on an individual basis by teachers during the school day. Many pupils who were not specifically referred used the center during lunch and study hall periods. No funding was provided for extended day classes.

3.40 Activities

3.41 Staff Activities

Staff included one teacher-coordinator, one audio-visual technician, and two clerk-typists. Working with administrators and other supervising staff, the teacher-coordinator was responsible for the instructional and referral program, ordering and maintaining supplies and equipment, budgeting, and the direction of classified personnel.

Teachers at the school made referrals when experimental classes were not in session at the center. Adults in specific Adult Education classes also used the center.

Due to the limited teaching staff, no inservice education workshops were scheduled for the Study Skills Center personnel; however, 185 public and nonpublic school teachers came to the center and were provided with information and assistance as requested.

3.42 Pupil Activities

One hundred seventy-one pupils were regularly assigned to the center from one to four periods a day by the school's counselors and administrators. Teachers at the center school, as well as those in nearby District schools, referred 454 pupils in need of the specialized instruction.

3.50 Specialized Materials, Supplies, and Equipment

The following specialized equipment and appropriate supplies and materials were available: Mast Teaching Machines, Craig Readers, Mark III Auto-Tutors, Min-Max Machines, Language Masters, foreign language tapes, a 30-unit specially equipped foreign language laboratory and console, controlled readers, programmed texts, filmstrips, SRA kits, film projectors, a television set, opaque and overhead projectors, a copying machine, a transparency maker, tape recorders, and a duplicating machine.

The center was designed to include an 88' by 30' structure comprising three basic units: a classroom with 28 carrels and 24 tables and chairs; a central area with office, work, and library space; and a convertible foreign language and teaching machine laboratory.

3.60 Personnel and Logistical Problems

Regular attendance by referred pupils in addition to scheduled pupils caused supply shortages, especially in the experimental English and mathematics classes. The last-minute program change of a class scheduled for the center also created supply problems. The major problem, however, was the lack of enough regularly-assigned teaching personnel at the center.

4.00 EVALUATION

4.10 Design

Component objectives were evaluated according to the following variables: scores on tests, behavior descriptions, and staff and administrative ratings of component effectiveness.

The following instruments were used to gather data on the variables:

- -Departmental Mathematics Test
- -California Achievement Tests, Reading Vocabulary and Reading Comprehension, Form W
- -Form 119A, Behavioral Description of Students
- -Form 119B, Staff Evaluation
- -Form 101D, Midyear Administrative Evaluation

4.20 Attainment of Objectives

4.21 Objective: To improve achievement levels in specific subject areas.

Two classes were regularly assigned to the center, one in basic mathematics and one in tenth-grade English. Two control groups in the same school, but not using the center, were randomly selected and compared to the experimental groups.

English classes were tested in September 1967 and in June 1968 using the California Achievement Tests, Reading Vocabulary and Comprehension.

The data from Table A show that the English class using the center improved significantly more in reading vocabulary than did the comparison group. However, in reading comprehension there was no marked difference between groups as measured, although the control group displayed a higher adjusted post mean score.

Both basic mathematics classes were given the same departmental test in September 1967, as well as in January, February, and June 1968, since these groups were newly-assigned each semester.

Results of the testing are presented in Table B.

Analysis of these findings indicates that the classes using the center did not improve significantly over the comparison groups. Variable results could be attributed to high attrition rates in both groups: 33 percent for fall groups, and 50 percent for spring.

To assess the effect on pupils who used the center on an unscheduled basis, behavior descriptions were solicited from teachers referring pupils to the center. Although this phase of the component was based on a small sample (N=18), there was a definite tendency toward improved behavior on the part of 10 pupils referred because of behavior problems. Four pupils exhibited no change, and four others displayed increased negative behavior.

4.22 Objective: To identify specific strengths and weaknesses of the project.

Administrative and staff ratings were received from 71 out of the 138 individuals contacted. Three responding administrators were impressed with the component and especially with its personnel. They urged its continuation and expansion.

Teachers indicated that they referred pupils to the center mainly for deficiencies in basic academic skills. They further stated that pupils showed improved academic skills after being referred and that several displayed improved classroom deportment. In addition, teachers reflected pupil satisfaction with center materials which were suitable to divergent abilities and which allowed pupils to proceed at their own pace.

4.23 Supplemental Data (See Table C, Addendum C)

Table C shows the total unduplicated number of pupils using the center during spring 1968. Twenty-two percent of these pupils referred themselves to the center. Another group (20 percent) was referred by the center staff. The mathematics and English departments referred 16 percent and 12 percent respectively. Other referrals came from counselors (11 percent) and the Educable Mentally Retarded (EMR) teachers (10 percent). Industrial arts and business education accounted for less than 1 percent of referrals. The incidence of referrals by subject areas correlates directly with the quantities of materials available in the center. There is an abundance of English and mathematics material, for example, as compared with lesser inventories for other subject areas.

4.30 Outcomes

The mathematics class using the Study Skills Center did not show significant gains over the control class in arithmetic computation.

Selected pupils using center facilities were observed to have improved their school behavior.

The attrition rates in both groups were high.

The English class using the center improved significantly over the comparison group in reading vocabulary.

Administrators and staff members reflected high regard for the center's offerings and its personnel. They urged continuance of the component.

5.00 CONCLUSIONS

Selected pupils using the center showed measurable improvement in reading vocabulary but not in reading comprehension or mathematical computation. Staff and administrators praised the center and its work.

6.00 RECOMMENDATIONS

Continue to assess the effect the center might have on pupils using it on an unscheduled basis.

Encourage the use of the center by more teachers from varied departments by broadening the offerings. (This might necessitate hiring additional certificated personnel for the center.)

ESEA Secondary Design #119

COMPONENT: Study Skills Center

OBJECTIVES	DEPENDENT VARIABLES	ASSESSMENT DEVICES	COMMENTS
To improve achievement levels in specific subject areas	Scores on tests	California Achievement Tests, Reading Vocabulary and Reading Comprehension, Form W Departmental Mathematics Test	Pupils tested before they begin and when they finish
	Behavior descriptions	Behavioral Description of Students (119A)	Pupil behavior described before and after programmed instruction
To identify specific strengths and weaknesses of the project	Administrative ratings	Midyear Administrative Evaluation (101D)	Administrators rate program effectiveness
	Staff ratings of program effectiveness	Staff Evaluation (119B)	Local staff rates program effectiveness

PROJECT NAME Study Skills Center Code 119

Beginning date 9-11-67 Ending date 6-14-68

Grade Level	PUPIL ENROLLMENT	
	Public	Nonpublic
Preschool		
K		
1		
2		
3		
4		
5		
6		
7		
8		
9		
10	379	
11	137	
12	109	
Ungraded		
TOTAL	625	

NUMBER OF ADULT PARTICIPANTS

School Personnel	3
Parents	
Community Personnel	

PROJECT COST $58,430

TABLE A

ANALYSIS OF COVARIANCE FOR CALIFORNIA ACHIEVEMENT TEST

TEST AND GROUP	N	PRE MEAN	POST MEAN	ADJUSTED MEAN
Reading Vocabulary				
ESEA Title I	16	39.81	43.38	41.18
Comparison	12	31.33	32.75	35.67
			F(1,25) =	5.654*
Reading Comprehension				
ESEA Title I	16	60.88	62.00	54.55
Comparison	12	40.58	48.83	58.77
			F(1,25) =	1.319

Table A is based on class rosters. * Sig. at .05

TABLE B

ANALYSIS OF COVARIANCE FOR DEPARTMENTAL MATHEMATICS TEST

CLASS AND GROUP	N	PRE MEAN	POST MEAN	ADJUSTED MEAN
FALL 1967 CLASS				
ESEA Title I	17	13.1	19.2	19.7
Comparison	17	14.7	17.8	17.3
			F(1,31) =	1.962
SPRING 1968 CLASS				
ESEA Title I	14	25.21	32.57	31.85
Comparison	14	23.36	29.29	30.00
			F(1,25) =	.961

Table B is based on class rosters.

TABLE C

NUMBER OF PUPILS REFERRED TO AND USING THE STUDY SKILLS CENTER
(January 29 through June 14, 1968)

REFERRAL SOURCE	UNDUPLICATED NUMBER
Administration	3
Business department	3
Counselors	51
English department	57
EMR teachers	48
Industrial arts department	2
Language department	12
Mathematics department	75
P.E. and health department	7
Social studies department	14
Pupil himself (junior high)	26
Pupil himself (senior high)	76
Center staff	93
Total unduplicated pupil referrals*	467

Table C is based on Study Skills Center records.
*Does not include mathematics and English classes regularly assigned to the center.

STANDARD ORAL ENGLISH

Division of Secondary Education

1.00 DESCRIPTION

Standard Oral English (SOE) as an alternate dialect was taught to Mexican-American pupils and to Negro pupils with the intent of improving their vocational opportunities. Two teacher-consultants worked in 21 schools with approximately 75 English teachers, each trained in Standard Oral English and each assigned to at least one seventh- or tenth-grade English class. Each group was given instruction based on its own particular linguistic-cultural patterns. Materials used were developed during the 1966-67 phase of this continuing component.

2.00 OBJECTIVES

-To improve the verbal functioning level of the children

-To provide inservice education

-To identify specific strengths and weaknesses of the project

3.00 IMPLEMENTATION

3.10 Duration of Component and Number of Schools

The component operated from September 11, 1967 through June 14, 1968 in eight senior high and 13 junior high schools.

3.20 Pupils

Each semester, an estimated 5245 selected seventh- and tenth-grade pupils were served in 12 predominantly Negro schools (eight junior and four senior highs), and in nine predominantly Mexican - American schools (five junior and four senior highs).

3.30 Nonpublic School Pupils

Pupils in six nonpublic secondary schools used the materials developed by the component and were visited by the unit's consultants, who provided additional assistance as needed. (For further information on Standard Oral English in Nonpublic Schools, see component 142.)

3.40 Activities

3.41 Staff Activities

Approximately 75 public school teachers and five nonpublic school teachers of English participated in Standard Oral English workshops. The public school teachers taught SOE to seventh- and tenth-grade pupils, telescoping a year's program into a concentrated one-semester program.

Two teacher-consultants supervised the program. They gave assistance to public and nonpublic school teachers working with the program; participated in a preservice workshop for parochial school teachers; planned, organized, and led a workshop for teachers; evaluated the developed materials to determine possible modification of methods and materials. The consultants developed new materials for addition to the established program.

3.50 Specialized Materials, Supplies, and Equipment

Specially-developed materials were provided: instructional guides, maps, filmstrips, tapes, and masters of worksheets for pupils. Three tape recorders and connecting headsets were provided for each participating school.

3.60 Personnel and Logistical Problems

A workshop was held early in the spring semester to train teachers assigned to seventh- or tenth-grade English classes: However, necessary program changes moved a small number of teachers being trained to other classes not involved in the component's activities.

The tape recorders were evidently not given to SOE-trained teachers in some schools.

4.00 EVALUATION

4.10 Design

Component objectives were evaluated according to the following variables: pupil scores on various nonstandardized tests measuring changes in attitudes, ratings of changes in pupil pronunciation and usage; teacher workshop ratings; administrator and teacher ratings of the component.

The following instruments were designed to collect information on the variables:

-Form 121B, Awareness and Attitudes Test

-Forms 121C and E, Audio-Discrimination Test

-Forms 121D and F, Usage Test

-Forms 121G and I, Oral Reading and Correction Test (Usage)

-Forms 121H and J, Oral Reading and Correction Test (Pronunciation)

-Form 121K, Teacher Evaluation

-Form 121L, Judge's Ratings of Pupil Performance

-Form 121M, Workshop Evaluation (February 1968)

-Form 101D, Midyear Administrative Evaluation

4.20 Attainment of Objectives

Locally-developed nonstandardized tests were used to measure verbal skills. With the exception of the Awareness and Attitudes Test, different tests were given to Mexican-American and Negro pupils, test items being based on speech patterns identified with the particular ethnic group.

For comparison purposes, a sample of pupils in the SOE component and a sample of non-SOE pupils were tested with the same instruments.

4.21 Objective: To improve the verbal functioning level of the children.

Table A summarizes the results of an analysis of covariance relating to the Awareness and Attitudes Test, a group test of pupil agreement with commonly-held ideas about standard oral English. (All Tables are in Addendum C.)

Table A shows significant improvement for both experimental tenth-grade groups as measured by the Awareness and Attitudes Test. The small amount of improvement shown for seventh graders could be attributable to chance or inadequate test reliability, when the record of the comparison group is considered.

Table H presents an analysis of the Awareness and Attitudes Test, and shows considerably greater dispersion of scores in the test for Negro tenth graders than for the other three experimental groups. Data also indicate that the test was more reliable for tenth-grade pupils than it was for seventh-grade pupils.

Table B details an analysis of covariance for the Audio-Discrimination Test, an individual test in which pupils read aloud sentences containing errors identified as common to them.

Table B shows that B7 Mexican-American pupils and B10 Negro pupils in experimental classes progressed significantly more than did those in comparison classes.

Table I contains an analysis of the Audio-Discrimination Test, indicating roughly the same degree of dispersion among scores for both Audio-Discrimination Tests at both levels. The test for Negro pupils appears to be somewhat more reliable than does the test for Mexican-American pupils.

Table C presents an analysis of covariance for the Usage Test, a group test in which pupils listened to a tape and marked whether or not the taped sentences were grammatically correct.

Results of the Usage Test show no significant improvement by any of the four experimental groups. Of the eight groups, the B7 Negro experimental group seems to have made the most progress. Differences between all experimental group pre and post scores, compared with those of corresponding comparison groups, may be due to chance or to low reliability factors (Table C).

Table J contains an analysis of the Usage Test, showing wide differences in dispersions of individual scores within each group, ranging from a low standard deviation of 2.9 for Mexican-American seventh graders to 6.1 for Negro seventh graders. Correlation coefficients for all groups were moderately high to very high, indicating at least satisfactory reliability in both tests for all experimental groups.

Table D displays an analysis of covariance for the Reading and Correction Test (Usage), an individual test for which pupils read aloud 10 sentences, correcting any grammatical errors they recognized.

Data for Table D indicate significant progress for only one group, the Negro seventh-grade comparison group. B10 Mexican-American pupils in the experimental group regressed slightly.

Table E displays an analysis of covariance for the Oral Reading and Correction Test (Pronunciation), an individual test in which pupils read aloud 10 sentences containing syllables they commonly mispronounced.

Table E shows that no group made significant progress in terms of the individually-taped pronunciation test.

4.22 Objective: To provide inservice education.

Table F shows participant evaluations of a spring 1968 Standard Oral English workshop.

Table F reveals several discrepancies in ratings among workshop participants, especially for "Lessons on motivation" and "Discussion of classroom tryouts" as presentations to measure knowledge of Standard Oral English materials and methods. Teachers with more than three years' experience in teaching Mexican-American pupils, who were also teaching them the semester of the workshop, rated these presentations much higher than did teachers with three or more years' experience teaching Negro pupils and also teaching them the semester of the workshop.

Another difference in median ratings was between inexperienced (median of 2.4) and experienced teachers (median of 1.4) of Mexican-American pupils concerning the desirability of allocating more time to the "SOE program and background" in future workshops.

Participants were most in agreement in according "Group discussions" an overall median rating of 3.3 on a 1-4 scale.

For future workshops, most participants felt that teaching materials and methods should be emphasized more. Classroom tryouts of materials were judged to be the most effective methods of reaching workshop goals.

Answers by workshop participants to the question, "What were your workshop objectives?" indicated their objectives were to learn new and better ways to present Standard Oral English materials. General comments regarding the workshop were varied, but mostly positive. The following comments, each made by more than one participant, are representative: (1) Have more discussion of lessons and how to teach them; (2) Present several types of approaches; (3) Present more motivational methods (rebutted by other participants who wanted less emphasis on motivation); (4) Have demonstrations by experienced teachers; (5) Have more opportunity for classroom tryouts and evaluation (rebutted by an equal number asking for less emphasis on tryouts); (6) Have fewer and shorter lectures, (although "Lectures and short oral presentations" received an average median of 3.5 (Table F) on workshop evaluation); (7) Place less emphasis on tape recorder instruction.

4.23 Objective: To identify specific strengths and weaknesses of the project.

Table G introduces tèacher evaluations of the 1967-68 Standard Oral English component.

In response to the question "How could Standard Oral English kit materials be improved?" suggestions fell into these principal categories: (1) technical quality of taped lessons: five negative comments indicating need for improving pronunciation, voice pitch, and other aspects of recording; (2) content of taped lessons: 18 suggestions concerning the need for more realism, humor, interest, variety, and appropriate maturity level of material recorded; (3) supplemental instructional material: films and other visual aids, textbooks, workbooks. Two respondents stated that kit materials were adequate or highly satisfactory without change.

Questioned about availability of tape recorders and other equipment, 23 respondents indicated that all materials were readily available; 18 that tape recorders were not available or were in short supply (four stating that their tape recorders had been stolen and not replaced, thus ending the instructional program for their classes); several reported on unreasonable delays in having tape recorders repaired and on lack of necessary tape recorder accessories.

Suggestions for more efficient expenditure of ESEA funds included purchase of more tape recorders (four respondents); establishment of Standard Oral English as a separate course; supplementing SOE instruction with visits by professional experts from outside the school system; development of SOE programmed learning materials; having teachers submit reports, procedures, and materials that have been especially effective. Most recommendations involved the expending of additional funds rather than the more effective use of currently available funds.

Recommendations for improving evaluation included: that testing be done by professional experts instead of classroom teachers, that there be a delayed post-evaluation, that evaluation after only one semester of instruction is impractical, and that more specific questions be asked about effectiveness of contents of SOE kits.

Comments from administrators in component schools indicated wide use and high acceptability of the experimental materials.

4.24 Supplemental Data (See Table K)

The information contained in Table K indicates that a number of teachers selected for the program did not follow instructions accurately, particularly in administration of taped tests.

4.30 Outcomes

Tenth graders in the experimental classes improved significantly in terms of the Awareness and Attitudes Test. This test was more reliable for tenth graders than for seventh graders.

B7 Mexican-American pupils and B10 Negro pupils improved significantly in the areas measured by the Audio-Discrimation Test.

Although no groups made significant improvement in terms of the Usage Tests, these tests were found to be, on the average, considerably more reliable for all groups than were the Awareness and Attitudes or the Audio-Discrimination Tests.

One comparison group made significant progress in one of two types of individually-taped tests.

Teachers' ratings of several aspects of the SOE workshop varied. Most participants wanted more emphasis on teaching materials and methods in future workshops, and agreed on the high value of classroom tryouts of experimental materials.

Although SOE experimental materials were judged to be effective, many suggestions were received as to how they might be improved, mostly through varying content. Nearly half of the evaluators commented on the shortage of tape recorders.

A few teachers of experimental classes and nearly half the teachers of comparison classes did not follow instructions in giving tests.

5.00 CONCLUSIONS

On group tests for experimental classes, tenth graders made significant improvement on the Awareness and Attitudes Test, and B7 Mexican-American pupils made significant improvement on their Audio-Discrimination Test. Usage Tests were the most reliable of the group tests used.

Of all pupils taking the two individual tests, only the comparison group of B7 Negro pupils taking the Oral Reading and Correction Test (Usage) made significant progress.

Teachers would like future workshops to concentrate on teaching materials, methods, and classroom tryouts of materials.

Evaluators of the program for the year felt that materials were effective, but in need of improvement. More tape recorders were requested.

About 42 percent of the teachers of control classes did not give tests according to instructions.

6.00 RECOMMENDATIONS

In future workshops, emphasize teaching materials, methods, and classroom tryouts of experimental materials to a greater degree.

To improve instructional content, analyze comments by teachers using SOE experimental materials. Allocate funds for the purchase of enough tape recorders to achieve the objectives of the program.

ESEA Secondary Design #121 COMPONENT: Standard Oral English

OBJECTIVES	DEPENDENT VARIABLES	ASSESSMENT DEVICES	COMMENTS
To improve the verbal functioning level of the children	Pupil scores on various non-standardized tests measuring changes in attitudes, in pronunciation and usage skills	Awareness and Attitudes Test (121B) Audio-Discrimination Test, Form M (121C), Form N (121E) Usage Test, Form M (121D), Form N (121F) Oral Reading and Correction Test (Usage), Form M (121G), Form N (121I) Oral Reading and Correction Test (Pronunciation), Form M (121H), Form N (121J)	All tests were pre/post, with instructions provided for each test Forms 121B, 121D, and 121F were true-false written tests Forms 121G, 121H, 121I, and 121J were oral tests, individually tape-recorded Forms 121B, 121C, 121D, 121E, and 121F were read orally to pupils; responses were written
	Ratings of changes in pupil pronunciation and usage	Judge's Ratings of Pupil Performance (121L)	Judges rated pre and post tapes of pupil oral production
To provide inservice education	Ratings of workshop	Workshop Evaluation (February 1968) (121M)	All workshop participants
To identify specific strengths and weaknesses of the project	Administrator and teacher ratings	Midyear Administrative Evaluation (101D)	All administrators
		Teacher Evaluation (121K)	Component teachers in participating schools

PROJECT NAME Standard Oral English Code 121

Beginning date 9-11-67 Ending date 6-14-68

Grade Level	PUPIL ENROLLMENT Public	 Nonpublic
Preschool		
K		
1		
2		
3		
4		
5		
6		
7	4,376	
8		
9		
10	6,114	
11		
12		
Ungraded		
TOTAL	10,490	

NUMBER OF ADULT PARTICIPANTS

School Personnel 2

Parents

Community Personnel

Plus Supportive Services

PROJECT COST $ 66,343

TABLE A

ANALYSIS OF COVARIANCE, AWARENESS AND ATTITUDES TEST

Group and Grade Level	N	Pre Mean	Post Mean	Adjusted Post Mean
MEXICAN-AMERICAN				
Grade B7				
ESEA Title I	82	13.68	14.38	14.39
Comparison	40	13.80	14.50	14.48
			F(1,119) =	.054
Grade B10				
ESEA Title I	36	13.81	15.17	15.24
Comparison	11	14.45	14.00	13.77
			F(1,44) =	5.26*
NEGRO				
Grade B7				
ESEA Title I	45	13.36	14.27	14.30
Comparison	41	13.49	14.56	14.52
			F(1,83) =	.23
Grade B10				
ESEA Title I	50	15.78	16.90	16.61
Comparison	28	14.43	14.36	14.87
			F(1,75) =	8.71**

Table A is based on Form 121B.

* Significant at .05 level
** Significant at .01 level

TABLE B

ANALYSIS OF COVARIANCE, AUDIO-DISCRIMINATION TEST

Group and Grade Level	N	Pre Mean	Post Mean	Adjusted Post Mean
MEXICAN-AMERICAN				
Grade B7				
ESEA Title I	82	6.23	7.15	7.17
Comparison	40	6.43	6.75	6.70
			F(1,119)	= 4.84*
Grade B10				
ESEA Title I	36	6.72	7.03	7.06
Comparison	11	7.00	6.36	6.26
			F(1,44)	= 2.34
NEGRO				
Grade B7				
ESEA Title I	45	6.69	6.80	6.74
Comparison	41	6.27	6.32	6.38
			F(1,83)	= 1.73
Grade B10				
ESEA Title I	50	6.44	7.44	7.44
Comparison	28	6.43	6.89	6.89
			F(1,75)	= 4.29*

Table B is based on Forms 121C and 121E.

* Significant at .05 level

TABLE C

ANALYSIS OF COVARIANCE, USAGE TEST

Groups and Grade Levels	N	Pre Mean	Post Mean	Adjusted Post Mean
MEXICAN-AMERICAN				
Grade B7				
ESEA Title I	82	13.61	14.90	15.05
Comparison	40	14.43	15.30	15.00
			F(1,119)	= .01
Grade B10				
ESEA Title I	36	14.72	15.31	15.37
Comparison	11	15.09	15.36	15.15
			F(1,44)	= .05
NEGRO				
Grade B7				
ESEA Title I	45	11.71	13.31	13.76
Comparison	41	12.90	13.85	13.37
			F(1,83)	= .31
Grade B10				
ESEA Title I	50	14.50	16.18	16.36
Comparison	28	15.25	15.86	15.54
			F(1,75)	= 2.29

Table C is based on Forms 121D and 121F.

TABLE D

ANALYSIS OF COVARIANCE, ORAL READING AND CORRECTION TEST (USAGE)

Group and Grade Levels	N	Pre Mean	Post Mean	Adjusted Post Mean
MEXICAN-AMERICAN				
Grade B7				
ESEA Title I	20	2.31	2.54	2.57
Comparison	18	2.45	2.50	2.46
			F(1,35)	= .32
Grade B10				
ESEA Title I	19	2.62	2.55	2.58
Comparison	6	2.83	2.95	2.86
			F(1,22)	= 1.57
NEGRO				
Grade B7				
ESEA Title I	13	1.28	1.44	1.74
Comparison	22	1.97	2.36	2.18
			F(1,32)	= 4.59*
Grade B10				
ESEA Title I	37	2.22	2.69	2.84
Comparison	28	2.69	2.73	2.54
			F(1,62)	= 2.74

Table D is based on Forms 121G, 121I, and 121L.

* Significant at .05 level

TABLE E

ANALYSIS OF COVARIANCE, ORAL READING AND CORRECTION TEST (PRONUNCIATION)

Group and Grade Level	N	Pre Mean	Post Mean	Adjusted Post Mean
MEXICAN-AMERICAN				
Grade B7				
ESEA Title I	20	2.08	2.50	2.48
Comparison	18	2.03	2.25	2.27
			F(1,35)	= 1.29
Grade B10				
ESEA Title I	19	2.31	2.49	2.47
Comparison	6	2.22	2.22	2.29
			F(1,22)	= .56
NEGRO				
Grade B7				
ESEA Title I	13	2.61	2.62	2.67
Comparison	22	2.75	2.65	2.62
			F(1,32)	= .05
Grade B10				
ESEA Title I	37	2.84	2.96	2.93
Comparison	28	2.74	2.70	2.74
			F(1,62)	= 1.97

Table E is based on Forms 121H, 121J, and 121L.

TABLE F

RATINGS OF FEBRUARY 1968 WORKSHOP BY PARTICIPANTS WITH VARYING AMOUNTS OF EXPERIENCE IN TEACHING DISADVANTAGED PUPILS

Item	Median Ratings, by Years of Experience in Teaching:			
	Mexican-American Pupils		Negro Pupils	
	Less than three	Three or more	Less than three	Three or more
How much has your knowledge of SOE materials and methods increased through these presentations? (1=little or none; 2=some; 3=much; 4=very much)				
Workshop objectives	3.2	3.1	3.0	3.0
Lecture, "Language and the Disadvantaged"	3.0	2.8	2.5	2.5
Explanation of the SOE program	3.0	3.1	2.8	3.5
Lessons on motivation	3.3	3.7	2.8	2.5
Lessons other than on motivation	3.1	3.5	2.8	3.2
Discussion of classroom tryouts	3.3	3.7	2.8	2.5
In planning another SOE workshop for teachers who have not attended an SOE workshop, how much more time would you allocate to: (1=little or none; 2=some; 3=much; 4=very much)				
Teaching materials and methods?	3.8	3.5	2.9	3.0
SOE program and background?	2.4	1.4	2.0	2.0
Tape recorder instruction and practice?	2.8	2.5	2.0	2.5
How helpful were the following activities in assisting you to reach your workshop goals? (1=no help; 2=little help; 3=much help; 4=very much help)				
Lectures and short oral presentations	3.9	3.2	3.3	3.6
Reading Assignments	2.8	3.1	3.1	3.0
Group discussions	3.3	3.3	3.3	3.4
Involvement in demonstrations (teachers acting as pupils)	3.5	2.8	2.5	2.8
Classroom tryouts of materials	4.0	3.6	3.8	3.8
Would you attend a workshop of this type again without pay? (1=yes; 2=no)	1.1	1.2	1.1	1.4
Maximum N =	8	8	12	12

Table F is based on Form 121M.

TABLE G

TEACHER EVALUATION OF COMPONENT

ITEM	FREQUENCY 1	2	3	4	MEDIAN
Description of ethnic background of most of rater's pupils (1=Mexican-American; 2=Negro)	21	30	-	-	
Number of classes in each grade level in which rater used SOE kit materials					
7th grade	14	8	2	1	1.4
8th grade	1	3	1	0	2.0
9th grade	5	2	0	0	1.2
10th grade	8	8	2	1	1.7
11th grade	1	0	1	0	2.5
12th grade	0	1	0	0	2.0
Effectiveness of SOE kit materials in teaching SOE as an alternate dialect (1=very ineffective; 2=ineffective; 3=effective; 4=very effective)	2	3	39	8	3.0
SOE workshops attended by rater (1=neither; 2=May '67; 3=Feb. '68; 4=both)	11	21	19	1	
Effectiveness of the 1968 workshop in presenting methods for using SOE materials (rated only by participants) (1=very ineffective; 2=ineffective; 3=effective; 4=very effective)	1	7	9	4	2.8

Table G is based on Form 121K. Maximum N = 52

TABLE H

ANALYSIS OF AWARENESS AND ATTITUDES TEST

Group and Grade Level	N	MEAN	Standard Deviation	Standard Error	(KR 20) Correlation
MEXICAN-AMERICAN pupils					
Grade B7	90	14.2	2.1	1.5	.31
Grade B10	41	15.2	2.2	1.6	.50
NEGRO pupils					
Grade B7	56	14.4	2.3	1.7	.39
Grade B10	51	16.2	3.3	1.5	.83

Table H is based on Form 121B.

TABLE I

ANALYSIS OF AUDIO-DISCRIMINATION TEST

Group and Grade Level	N	MEAN	Standard Deviation	Standard Error	(KR 20) Correlation
MEXICAN-AMERICAN pupils					
Grade B7	90	7.0	1.4	1.1	.58
Grade B10	41	6.8	1.5	1.2	.41
NEGRO pupils					
Grade B7	56	6.5	1.8	1.0	.69
Grade B10	51	7.4	1.8	1.2	.68

Table I is based on Forms 121C and 121E.

TABLE J

ANALYSIS OF USAGE TEST

Group and Grade Level	N	MEAN	Standard Deviation	Standard Error	(KR 20) Correlation
MEXICAN-AMERICAN pupils					
Grade B7	90	14.8	2.9	1.7	.63
Grade B10	41	15.2	3.2	1.4	.75
NEGRO pupils					
Grade B7	56	12.3	6.1	1.4	.94
Grade B10	51	15.6	4.3	1.5	.88

Table J is based on Forms 121D and 121F.

TABLE K

SOE TEST DATA SUBMITTED BY SCHOOLS

School Codes	ESEA TITLE I CLASSES				COMPARISON CLASSES			
	Group Tests		Individual Tests		Group Tests		Individual Tests	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Junior Highs								
601[a]	X*	X	X	X	0*	0	0	0
605	X	X	X	X	X	X	X	X
616	X	X	X	X[b]	X	X	X	X
624	X	X	0	0	0	0	0	0
628	X	X	X	X	X	X	X	X
643[c]	X	X	X	X	X	X	X	X
Senior Highs								
717[c,d]	X	X	X	X	X	0	X	0
720	X	X	X	X	X	X	X	X
728	X	X	X	X	X	X	X	X
729[e]	X	0	0	0	X	0	0	0
730	X	X	X	X	X	X	X	X
742[c]	X	X	X	X	0	0	X[f]	0
Number of schools not giving pretests	0		2		3		3	
Number of schools not giving posttests		1		2		5		5

* X = test data received; 0 = test data not received.
[a] - Most individual tests not valid; poor readers selected,
[b] - Tape inaudible (not used),
[c] - Evidence of coaching in individual tests,
[d] - Individual tests given in class, contrary to instructions,
[e] - Pretests received in June (due in February),
[f] - Received in May (due in February).
Table K is based on R&D records.

NEW LITERATURE FOR ENGLISH CLASSES

Division of Secondary Education

1.00 DESCRIPTION

In this continuing component, special reading materials with content and settings meaningful to pupils in urban areas were written for A7 and A10 English classes. Reading difficulty levels ranged from second through eighth grade. Materials were evaluated by consultants, supervisors, teachers, and pupils in selected schools, then edited for publication. Consultants conferred with teachers of B7 and B10 English classes who were using materials already published by the component.

2.00 OBJECTIVES

-To improve classroom performance in reading beyond usual expectations

-To provide pupils with more effective instructional materials

-To provide inservice education

-To identify specific strengths and weaknesses of the project

3.00 IMPLEMENTATION

3.10 Duration of Component and Number of Schools

The component operated from September 11, 1967 through August 31, 1968. Several junior and senior high schools were used to try out newly-collected materials for A7 and A10 pupils during summer 1968.

3.20 Pupils

Six B7 and six B10 classes of average and below-average reading ability were selected cooperatively by administrators, department chairmen, and counselors to participate in evaluating printed materials. From July 8 through August 16, 1968 two A7 and two A10 tryout classes used and evaluated manuscripts.

3.40 Activities

3.41 Staff Activities

The consultants introduced program objectives to administrators, department chairmen, and teachers in participating schools. They asked teachers and students to evaluate literary selections; visited ESEA schools to assist in the use of materials published during 1966-67: and planned activities for inservice education for January 1968. Consultants also oriented experimental and control teachers on evaluation procedures outlined by Research and Development (R&D) and worked closely with the R&D representative to implement all other evaluation procedures for the component.

3.42 Pupil Activities

Pupils in tryout classes in junior and senior high schools read, discussed, and evaluated stories.

3.50 Specialized Materials, Supplies, and Equipment

A published anthology and series of novelettes were provided for B7 and B10 classes. Literary selections in mimeographed form were reproduced for tryout with pupils in A7 and A10 classes.

3.60 Personnel and Logistical Problems

Tryouts of A7 and A10 materials were delayed until summer 1968 because manuscripts did not come in fast enough.

4.00 EVALUATION

4.10 Design

Component objectives were evaluated according to the following variables: raw scores on standardized reading tests; pupil and teacher ratings of new materials; changes in pupil reading interests; ratings of workshop; and teacher and administrator evaluations of the component.

The following instruments were used to collect information on the variables:

-Gates-MacGinitie Reading Tests, Comprehension and Vocabulary, Form D1M

-Form 122A, Pupil Rating of Experimental Materials

-Form 122B, Teacher or Jury Rating of Experimental Materials

-Form 122D, Workshop Evaluation

-Form 122E, Pupil Interest Rating Scale

-Form 122F, Teacher Evaluation

-Form 101D, Midyear Administrative Evaluation

4.20 Attainment of Objectives

4.21 Objective: To improve classroom performance in reading beyond usual expectations.

Table A presents the results of an analysis of covariance for the Gates-MacGinitie Reading Tests.

Groups of pupils having average or below-average reading ability (in terms of the individual school population) were paired for this component. Criteria were grade level, ability, and achievement.

After formation of the paired classes, some random means comparable to the flip of a coin was used to determine which class was to be designated as experimental and which as control. Covariance analysis was used to equate the groups statistically.

Table A indicates that while the use of New Literature materials had no significant effect on vocabulary achievement, experimental materials apparently helped increase reading comprehension of B7 pupils. The consultant reports that materials were primarily designed to improve comprehension.

4.22 Objective: To provide pupils with more effective instructional materials.

Table B shows pupil ratings of printed publications.

While there are few differences among median ratings shown in Table B, it is apparent that seventh-grade pupils accorded the materials somewhat higher ratings (3.3) for "general evaluation" than did tenth graders (3.1). General evaluation items include number of friends to whom materials would be recommended, reality of situations in stories, and desire to read similar stories.

Table C contains teacher ratings of experimental materials.

Table C shows the greatest differences for any one item to be between ratings of "Content" by teachers of B7 pupils and teachers of A10 pupils, the former averaging ratings of 1.5 points higher than the latter. The smallest range of ratings for any item may be observed in "Pupil identification with locale", varying from 3.3 to 3.7. Teachers of A10 pupils tended to rate the materials considerably lower than did other teachers.

Table D contrasts pre and post measurements of reading interests as indicated by pupils' answers to disguised direct questions.

Table D, Analysis of Pupil Interest Rating Scale, indicates no significant changes in reading interests of seventh- or tenth-graders following exposure to the New Literature materials.

Analysis of Table D data by means of the Mann-Whitney U test showed significant variation in pupils' reactions to "Listening to someone read aloud". Both seventh-grade groups indicated more interest in this activity than did tenth-graders, but only the B7 comparison group showed a significant increase. Tenth-graders in the experimental group were significantly less interested in hearing someone read aloud to them after a semester of experience with ESEA materials. Pupils in the tenth-grade control group agreed with them, but not significantly.

Tables G and H contain additional data relative to pupil reading interests.

4.23 Objective: To provide inservice education.

Table E lists workshop ratings by participants with varying knowledge of the characteristics of disadvantaged pupils.

Table E shows teachers' evaluations of the workshop. For this purpose, teachers were asked to characterize themselves according to the degree of knowledge they had --prior to the workshop-- about the culturally disadvantaged.

Teachers' comments included:

- Increase time allotted to small group discussion
- Schedule oral presentations by all participants to increase number of ideas presented
- Organize materials presented for distribution to all participants
- Include lesson plans in teachers' manual
- Disseminate knowledge about problems of culturally disadvantaged
- Increase distribution of new books to include added grade levels and socioeconomic groups
- Limit workshop time used for introductory and other speeches
- Assign final reports to be done in written form to allow additional small group discussion time
- Assign required reading to be done prior to class meetings to increase incorporation of material in class discussions

4.24 Objective: To identify specific strengths and weaknesses of the project.

Table F presents data from teacher evaluation of the component. Median ratings of "appropriateness and effectiveness of materials" for junior and senior high responses fell between 3.4 and 4.0 on a 1 - 4 scale. Median ratings of the workshop presentations were in the upper third of the range.

Twenty-five teachers suggested "more" New Literature materials, not specifying whether they meant more copies of already available literature, more types of literature, or more examples of each type of literature. Fourteen respondents noted that the materials were excellent. Seven teachers said materials should be developed for grade levels other than those used in this component.

Other suggestions (with number of respondents in parentheses) included:

- Improve and expand the Instructional Bulletin to include suggestions from workshop participants (12)
- Develop more teaching aids: quizzes, discussions, questions, exercises, workbooks, and other follow-up activities (12)
- Have more plays and dramatic activities (9)
- Material should be more difficult, especially in vocabulary (8)

- Have more novelettes (6)
- Include more poems (4)
- Material should be less ghetto-oriented (4)
- Increase length and variety of stories (3)
- Achieve a better balance between slang and standard usage (3)
- Have more material on "Animal" unit (3)
- Improve the quality of the binding and do not label according to grade level (3)
- Produce different materials for Mexican-American and Negro pupils (2)
- Use additional funds to develop audio-visual materials to accompany the New Literature (7)

Reports written by 15 staff members, each administratively responsible for the component in his own school, were all complimentary about the experimental materials.

4.30 Outcomes

The reading comprehension of B7 pupils using the component materials improved greatly during the semester.

Seventh graders rated experimental materials higher than did tenth graders.

A10 teachers thought that pupils could probably identify with characters in the experimental literature to some extent, and thought story content was only fair. Teachers of other grade levels tended to rate these aspects of the experimental literature higher.

As measured by a nonstandardized ratings instrument, pupils' interest in recreational reading did not change during the semester.

Workshop participants who taught, but had relatively little knowledge of, Mexican-American pupils rated the workshop higher than did those who taught Mexican-American pupils and had greater knowledge of their characteristics (Table E). Teachers requested more emphasis on small discussion groups in future workshops and suggested that written summaries of methodology developed in workshop sessions be published after each workshop. It was felt by some that introductory and closing speeches in future workshops should be sharply curtailed and that participants should not use workshop time for reading assigned material. The appropriateness and effectiveness of materials discussed in the workshop were highly rated by most participants.

Many praised the materials produced, but presented suggestions for content of future materials as well as for increased quantities of experimental materials. Some felt improvement and expansion of teaching aids and guides were also needed.

5.00 CONCLUSIONS

B7 pupils using experimental materials improved significantly in reading comprehension.

Evidence that component materials contributed to increased pupil interest in recreational reading is inconclusive.

Workshop participants want proceedings published for classroom use and for use in planning future workshops. They also want unnecessary speeches eliminated and others minimized.

Materials produced in the component were highly rated by all concerned. Many teachers want materials for other grade levels, more plays and novelettes in future series, and larger supplies of materials for each school. They also want more highly developed teachers' guides for use with future series.

Teachers of A10 pupils rated materials lower than did other teachers, especially for pupil identification with characters and for content.

6.00 RECOMMENDATIONS

Design further evaluation of materials to establish what relationship, if any, exists between classroom use of these materials and improvement in reading comprehension.

Design further evaluation to establish what relationship, if any, exists between increase in teachers' understanding of disadvantaged children (as a result of workshop involvement, for instance) and pupils' improvement in reading comprehension.

Develop materials for other grade levels, if this is warranted by findings.

Decrease time allocated for speeches in workshops.

Use additional funds, as available, to supply schools with larger quantities of New Literature materials.

Consider increasing proportion of plays and novelettes in future series, and increase suggestions for methodology and pupil follow-up activities in teachers' guides.

Analyze reasons for comparatively low ratings of some aspects of A10 materials and take whatever remedial action seems appropriate.

ESEA Secondary Design #122

COMPONENT: New Literature for English Classes

OBJECTIVES	DEPENDENT VARIABLES	ASSESSMENT DEVICES	COMMENTS
To improve classroom performance in reading beyond usual expectations	Raw scores on standardized reading tests	Gates-MacGinitie Reading Tests: Comprehension and Vocabulary, Form D1M	Given to classes using printed materials only Same test and form for both B7 and B10
To provide pupils with more effective instructional materials	Pupil and teacher ratings of new materials	Pupil Rating of Experimental Materials (122A) Teacher or Jury Rating of Experimental Materials (122B)	All pupils in experimental groups: B7 and B10 during 1967-68; teachers of selected A7 and A10 pupils during summer 1968
	Changes in pupil reading interest	Pupil Interest Rating Scale (122E)	Form 122E used pre/post; forms 122A and 122E used for printed materials only
To provide inservice education	Ratings of workshop	Workshop Evaluation (January 1968) (122D)	Participants rated workshop
To identify specific strengths and weaknesses of the project	Administrator and teacher ratings	Midyear Administrative Evaluation (101D) Teacher Evaluation (122F)	All administrators in participating schools Component teachers at participating schools

PROJECT NAME New Literature for English Classes Code 122

Beginning date 9-11-67 Ending date 8-30-68

Grade Level	PUPIL ENROLLMENT	
	Public	Nonpublic
Preschool		
K		
1		
2		
3		
4		
5		
6		
7	13,456	
8		
9		
10	15,876	
11		
12		
Ungraded		
TOTAL	29,332	

NUMBER OF ADULT PARTICIPANTS

School Personnel	96
Parents	
Community Personnel	4

Plus Supportive Services

PROJECT COST $ 77,024

ADDENDUM B

TABLE A

ANALYSIS OF COVARIANCE, GATES-MACGINITIE TEST

SUBTESTS AND GRADE LEVELS	N	PRE MEAN		POST MEAN		ADJUSTED MEAN
READING VOCABULARY						
Grade B7						
ESEA Title I	105	20.74	(4.1)*	24.28	(4.5)*	23.67
Comparison	111	20.43	(4.0)	23.58	(4.5)	24.17
					F(1,213) =	.514
Grade B10						
ESEA Title I	82	33.85	(6.6)	34.60	(7.0)	34.27
Comparison	55	32.75	(6.3)	33.22	(6.3)	33.71
					F(1,134) =	.348
READING COMPREHENSION						
Grade B7						
ESEA Title I	105	21.48	(3.8)	27.40	(4.5)	27.49
Comparison	111	21.73	(3.9)	23.46	(4.0)	23.37
					F(1,213) =	19.10**
Grade B10						
ESEA Title I	82	38.38	(6.0)	41.20	(6.8)	41.21
Comparison	55	38.42	(6.0)	39.91	(6.5)	39.89
					F(1,134) =	1.208

Table A is based on Gates-MacGinitie Reading Test, Form D1M.
* Approximate grade score (level).
**Significant at less than .01 level.

TABLE B

PUPIL RATINGS OF PRINTED PUBLICATIONS

ITEMS	MEDIAN RATINGS, ALL UNITS* Grade B7	 Grade B10
Ease of reading (Items 25-27)	3.2	3.3
Identification with characters (Items 28-30)	3.2	3.1
General evaluation (Items 31-33)	3.3	3.1
Maximum N =	405	464

Table B is based on Form 122A.
*On a scale of 1 to 4, minimum to maximum.

TABLE C

TEACHER RATINGS OF EXPERIMENTAL MATERIALS

ITEM	MEDIAN RATINGS, ALL UNITS* Printed Publications		Mimeographed Publications	
	Grade B7	Grade B10	Grade A7	Grade A10
Reading ease	3.1	3.2	3.6	3.3
Pupil identification with characters	3.6	3.7	3.7	2.9
Content	3.9	3.5	3.2	2.4
Pupil identification with locale	3.7	3.6	3.7	3.3

Table C is based on Form 122B.
*On a scale of 1 to 4, minimum to maximum.

TABLE D

ANALYSIS OF PUPIL INTEREST RATING SCALE

SIGNIFICANT ITEMS RATED, GRADES, AND GROUPS	MEDIAN RATINGS (Based on scale of 1-3: 1=like; 2=neutral; 3=dislike)				
	N		Medians		
	Pre	Post	Pre	Post	z Values
Reading (not for school assignments):					
Grade B7					
ESEA Title I	107	109	2.5	2.6	-.06
Comparison	78	41	2.6	2.7	-.93
Grade B10					
ESEA Title I	127	68	2.2	1.9	1.75
Comparison	86	76	2.5	2.4	.36
Listen to someone read aloud:					
Grade B7					
ESEA Title I	107	109	2.7	2.6	-.35
Comparison	78	41	2.7	2.4	1.94*
Grade B10					
ESEA Title I	127	68	2.7	2.8	-1.99*
Comparison	86	76	2.7	2.8	-.95

Table D is based on Form 122E.
*Significant at .05 level.

TABLE E

WORKSHOP EVALUATION BY PARTICIPANTS

ITEM	MEDIAN RATINGS* OF KNOWLEDGE OF:					
	Mexican-American Pupils			Negro Pupils		
	Little	Adequate	Extensive	Little	Adequate	Extensive
1. Extent to which participants feel workshop lectures have helped:						
a. Understanding of disadvantaged pupils	2.8	2.5	2.1	2.6	2.6	2.7
b. Ability to present literature to disadvantaged pupils	2.5	2.5	2.5	2.4	2.4	2.8
c. Ability to evaluate reading material for the disadvantaged	2.6	2.2	2.5	2.7	2.4	2.7
2. New methods of teaching introduced.	3.1	2.8	3.3	3.6	2.6	3.3
3. Appropriateness and effecttiveness of materials discussed.	3.8	3.6	3.8	3.8	3.6	3.6
4. Various media as a means of reaching workshop goals:						
a. Small group discussion	4.0	3.6	3.7	3.7	3.9	3.8
b. Oral reports other than the participant's	3.7	3.0	3.5	3.5	3.3	3.2
c. Informal discussions	3.0	2.9	3.0	3.1	3.0	3.0
d. Reading assignments	3.9	3.7	3.7	3.7	3.3	3.6
Maximum N =	6	11	8	8	9	20

Table E is based on Form 122D.
*On a scale of 1 to 4, minimum to maximum.

TABLE F

TEACHER EVALUATION OF COMPONENT

Baseline Data and Factors Rated	MEDIAN RATINGS Jr. High	Sr. High
8. Number of B7 or B10 English classes assigned (spring semester) which were below average in reading ability	1.4	1.7
10. Description of ethnic background of most of rater's pupils this semester (1 = Mexican-American; 2 = Negro)	2.0	1.9
11. Number of B7 or B10 classes in which rater tried out ESEA New Literature materials this semester	1.5	1.9
Appropriateness and effectiveness of materials tried out:		
14. Reading level (1 = too difficult; 2 = difficult; 3 = too easy; 4 = satisfactory)	4.0	4.0
15. Maturity level (1 = very inappropriate; 2 = inappropriate; 3 = appropriate; 4 = very appropriate)	3.5	3.6
16. Identification with characters (1 = very inappropriate; 2 = inappropriate; 3 = appropriate; 4 = very appropriate)	3.5	3.5
17. Identification with locale (1 = very inappropriate; 2 = inappropriate; 3 = appropriate; 4 = very appropriate)	3.4	3.5
19. Effectiveness of 1968 workshop in presenting methods for using ESEA materials (1 = very ineffective; 2 = ineffective; 3 = effective; 4 = very effective)	3.3	3.2
Table F is based on Form 122F. Maximum N =	95	58

TABLE G

CHANGES IN PUPIL READING ACTIVITIES

Questions Directed to Pupils	MEDIAN RESPONSES, ALL PUPILS							
	Grade B7				Grade B10			
	Title I ESEA		Comparison		Title I ESEA		Comparison	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
28. How much do your parents encourage you to read at home (not including reading for school assignments)? (1 = none; 2 = little; 3 = some; 4 = much)	3.1	3.3	3.1	3.2	2.8	2.8	2.7	2.7
29. How many hours per week do you devote to reading (not including reading for class assignments)? (1 = under 1; 2 = 1-2; 3 = 3-4; 4 = 5 or more)	1.8	1.9	1.9	1.8	2.0	1.7	1.8	1.8
30. How often do you borrow books from your school library? (1 = never; 2 = seldom; 3 = sometimes; 4 = often)	2.6	2.5	2.0	2.4	2.6	2.2	2.2	2.3
31. How long have you had a city or county library card? (1 = I don't have one; 2 = less than 1 year; 3 = 1 to 3 years; 4 = more than 3 years)	2.3	2.4	1.9	1.5	2.2	1.8	2.2	1.8
32. How often do you borrow books from the city or county library? (1 = never; 2 = seldom; 3 = sometimes; 4 = often)	2.2	2.2	2.3	1.5	2.1	1.8	2.0	1.8
33. How many books do you personally own (do not include magazines and do not include books belonging to others in your family)? (1 = none; 2 = 1-3; 3 = 4-6; 4 = 7 or more)	2.8	3.2	3.6	3.6	2.7	3.4	3.3	3.2
34. Attach a sheet of paper to this questionnaire. Write on it the names of magazines you usually read at home. How many did you list? (1 = none; 2 = 1-3; 3 = 4-6; 4 = 7 or more)	1.6	1.8	1.9	1.6	2.6	2.8	2.6	2.2
Maximum N =	106	108	78	41	127	67	84	73

Table G is based on Form 122E.

TABLE H

CHANGES IN AMOUNT AND TYPE OF LITERATURE READ BY PUPILS

Question Directed to Pupils: How much do you like to read the following types of stories or books?	MEDIAN RESPONSES, ALL PUPILS (1 = not at all; 2 = little; 3 = some; 4 = much)							
	Grade B7				Grade B10			
	Title I ESEA		Comparison		Title I ESEA		Comparison	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
35. Adventure	3.2	3.2	3.1	2.8	3.1	3.1	2.5	2.6
36. Biography	2.3	2.1	2.6	1.4	2.1	2.2	1.9	2.0
37. Detective	2.2	2.2	2.3	1.5	2.5	2.3	2.1	2.0
38. History	2.1	2.1	2.4	2.2	2.2	2.3	2.3	2.4
39. Mystery	3.5	3.5	3.5	2.8	3.3	3.3	3.2	3.0
40. Plays	2.6	2.8	2.5	3.1	2.2	2.4	2.0	2.2
41. Poetry	2.6	2.3	2.3	2.4	2.2	2.5	1.8	2.0
42. Science fiction	3.0	3.1	3.6	3.3	3.1	3.1	3.1	2.8
43. Travel	2.3	2.9	3.0	3.4	2.1	2.2	1.9	2.0
Maximum N =	99	104	76	40	124	64	71	69

Table H is based on Form 122E.

INSERVICE EDUCATION

Division of Secondary Education

1.00 DESCRIPTION

In this ongoing program, 18 workshops in multi-cultural relations were conducted by District personnel and experts from local colleges and universities. The sessions were designed to help school personnel involved in ESEA projects (and some interested community leaders) better understand and become increasingly sensitive to the problems, characteristics, cultural background, and needs of disadvantaged youth.

2.00 OBJECTIVES

-To provide inservice education

-To identify specific strengths and weaknesses of the project

3.00 IMPLEMENTATION

3.10 Duration of Component

The inservice education workshops were conducted from September 23, 1967 through June 29, 1968.

3.40 Activities

3.41 Staff Activities

Eighteen 15-hour workshops were conducted with varying schedules ranging from three to five successive days or consecutive Saturdays.

The workshops were categorized as follows: four for teacher assistants; nine for certificated staffs, of which three were for teachers and administrators new to project schools; and three others for staffs of designated schools and leaders from their local community.

In addition, two workshops were conducted for certificated and classified employees of the Office of Specially-Funded Programs (SFP), Division of Secondary Education. One met for three days at California Polytechnic College at San Dimas; the other met two consecutive days at Sheraton-West Hotel, Los Angeles.

4.00 EVALUATION

4.10 Design

Component objectives were evaluated according to the following variables: participant ratings of workshops, and teacher and administrator evaluation of the component.

The following instruments were designed to collect information on the variables:

- -Forms 123A, B, C, D, G, H, Workshop Evaluation
- -Form 123E, Workshop Follow-up Evaluation
- -Form 123F, Workshop Session Questionnaire
- -Form 123I, Follow-up Evaluation
- -Form 123J, Workshop Dropout Evaluation
- -Form 101D, Midyear Administrative Evaluation

4.20 Attainment of Objectives

4.21 Objective: To provide inservice education.

4.22 Objective: To identify specific strengths and weaknesses of the project.

Table A shows how participants rated the various facets of the workshops.

Comparatively wide discrepancies existed among participants of the various types of workshops for some items rated. Lectures, rated on a 1 - 4 scale, were regarded as more effective by certificated staffs and community leaders (median of 3.6) than by school staffs (median of 1.7).

Participants were asked to comment and offer suggestions about the workshops. Summaries of answers with frequency of mention noted in parentheses are categorized according to workshops.

Teacher Assistant Workshops

With 91 of 154 responding, teacher assistants reported that their workshops contributed to increased self-understanding (7) and racial understanding (7). They suggested more emphasis in future workshops on: difficult classroom situations (12), small group discussions (10), contributions by qualified resource persons (8), self-understanding (7), specific problems of children (6), background of minority cultures other than Negro (4), selected films (4), and racial understanding (3).

Other recommendations included: define workshop goals more clearly (7), allow more time for workshops (5), and permit freedom in selection of small group sessions at each workshop (5). Even those making adverse comments about sensitivity training assigned value to small group interaction as the greatest contributor to growth through the workshop.

Workshops for Certificated Staffs

Participants gained most from lecture topics dealing with racial understanding (92) and from topics related to understanding of self in relation to others (19). Recommendations for increased emphasis at future workshops included: topics that promote interracial understanding (36), techniques for implementing ideas (21), and background of the Mexican-American culture (11).

With reference to small discussion groups, teachers and administrators indicated that important insight was gained from talking about how others feel (57) and that future small group discussions should stress implementation techniques (12), problems of minorities (10), and sensitivity training (10).

Workshops for Certificated Staffs and Community Leaders

Certificated staff participants in the first of three workshops were asked to evaluate the first and second meetings through open-end comments. Certificated staff members were also asked to evaluate the "Overall workshop".

After the first meeting, answers to the question, "Do you feel that today's session was of value to you?" indicated seven participants felt satisfied; seven, dissatisfied; and four, ambivalent. Expressions of tension, discomfort, lack of understanding of the purpose of the workshop, and disapproval of workshop speakers characterized the negative responses. Increased self-knowledge, increased awareness of problems facing our society, awareness of differences in feelings among persons who seemingly are in agreement, and exploration of new ideas characterized the positive responses.

Participants in the second meeting were asked to respond to the same question. Twenty-two of the 25 respondents said yes; three were unsure; none was negative.

Among recommendations, made after the final meeting of the workshop, were: emphasize improving relationships among pupils, teachers, parents, and community (11); stress improving the educational system (6); clearly define workshop goals (5); get more community participation in the workshop (3); and have more small group discussions (3).

All participants of the other two workshops were asked to comment only on the "Overall workshop". In these two workshops, it was suggested that the meetings should be more structured, both to follow the agenda and to limit participants who tended to monopolize discussions.

Community leaders suggested as future topics pupil-teacher-parent-community relations; Negro history as part of the curriculum; preparation of Negro pupils for college; and training of pupils in courtesy, respect, responsibility, and discipline in general.

Workshops for Specially-Funded Programs Staff

Participants in the two workshops for SFP staff completed different evaluation forms for each workshop. Evaluations and recommendations of the first workshop were: sensitivity training contributed most to professional growth (10), give more time to small group sessions (4), workshop was so effective that nothing need be changed (3), and psychological games in sensitivity workshops were valuable (2).

Following the second workshop, a need was expressed for: sensitivity training for midcity teachers and school administrators (25), and for further information about the suggestion for a special public relations representative to publicize the accomplishments of specially-funded programs (7).

Topics suggested for future workshops were: Urban Education Council (apparently a proposed organization) (6); organization, extent, and impact of local experimental education programs for the disadvantaged (6); proposal to have SFP staff act as demonstration teachers at schools during summer sessions (6); community involvement in educational programs (4); more types of sensitivity training (4); knowledge about programs for disadvantaged pupils in effect in other school districts (4); new programs being considered on a local or national level (3); proposal writing and funding (3); and implementation of ideas discussed in the workshop (3).

Participants in the second workshop rated the evaluation instrument as follows: adequate or better (18), qualified ratings (11), and negative appraisal (8).

Table B shows to what extent certificated staff participants, in evaluations held one month after the conclusion of their workshop, thought the school-community workshops had achieved their goals.

In retrospect, participants in the first two of the three workshops (the final workshop was not rated since school was no longer in session at the close of the workshop) thought they had achieved their goals fairly well. Data in Table B indicate that certificated respondents felt their workshops were most helpful in aiding their understanding of community people and least helpful in providing additional methods for working directly with pupils and parents.

In open-end comments, teachers were about evenly divided in their opinion of the value of the workshops: workshop was valuable without qualification (10), approved with reservations (5), or condemned (5). Criticisms included: inexpert leaders, personal attacks on participants by workshop leaders, failure to present solutions to problems raised, racism expressed, failure to follow the agenda, and allowing participating pupils to openly criticize teachers by name.

Asked if they were engaged in any new professional activities as a result of workshop affiliation, six participants said "Yes", two of these being engaged in "Teacher communication groups". Twelve teachers indicated they were using sensitivity training in their daily work with pupils, four said they were working toward better relationships between school and community, and 11 said that no new ideas were gained from workshop participation.

Although 18 persons reported no change in attitude toward disadvantaged pupils, 12 wrote comments such as, "I am more tolerant, have greater understanding, and have developed a sensitivity to pupil problems." Under "Other comments?" 12 responses indicated the workshop was helpful. Five gave qualified expressions of approval, and one thought the workshop to be a waste of time -- "idealistic ideas rather than realistic approach".

Table C presents data on why some participants dropped out of workshops. The most typical reason given (50 percent of respondents) for discontinuing workshop attendance was conflict with other activities. The greatest number of persons indicated professional duties as the specific cause. Evidently few dropped out of workshops because of conflict with workshop leaders or because of transportation problems.

Of 22 persons who wrote explanations for discontinuing attendance at workshops, 11 were critical of the sessions attended, most of them complaining either of no workable solutions proposed for existing problems or of hostile attitudes toward white people by Negro workshop leaders. Only three individuals said they regretted not being able to continue their workshop attendance.

Table D reports percent of non-attendance and dropout rate for each workshop. Dropout rates ranged from zero to 37 percent.

4.30 Outcomes

Participants of different workshops disagreed on the relative effectiveness of lectures and pupil participation.

Favorite topics in two groups of workshops were racial relationships and self-understanding, and solutions to specific problems. In workshops for teacher assistants and in those for certificated staff and community leaders, many felt that structuring was insufficient and goals were not clearly defined. Participants in the latter workshops wanted more emphasis on pupil-teacher-parent-community relations.

Most SFP staff workshop participants strongly recommended more sensitivity training both for teachers and administrators in target area schools. Many were interested in knowing more about existing and proposed programs for the disadvantaged, both locally and nationally.

Dropout rates ranged from zero to 37 percent among the 18 workshops.

5.00 CONCLUSIONS

Most participants appeared to be satisfied with their workshops, but recommended more stress on racial problems, self-understanding, and solutions to specific problems in future workshops.

A number of respondents from many workshops suggested that meetings be more structured and goals better defined.

SFP staff members recommended sensitivity training for more teachers and administrators in target area schools.

Follow-up surveys revealed little about possible long-range effects of workshop participation except that few participants were able to comment on new activities resulting from workshop ideas. Many persons reporting no change in attitudes toward disadvantaged pupils may have felt that their attitudes were already appropriate prior to workshop participation.

Of all workshop participants, those in workshops for certificated staffs and community leaders seemed most dissatisfied, complaining primarily of lack of structure in meetings and racial antagonism from workshop leaders.

The most common reason given by participants for discontinuing workshop attendance was conflict with other activities, usually professional duties.

Attendance rates at various workshops varied considerably.

6.00 RECOMMENDATIONS

Consider having longer workshops (more meetings) and having separate workshops for personnel concerned with Mexican-American pupils.

Consider sensitivity training for administrators of target area schools, using care in selecting highly-qualified workshop leaders.

Clearly define goals in all workshops. Establish and adhere to an agenda geared to the selected goals.

Decrease the number and length of lectures. Increase emphasis on small group discussion. Be sure that lecturers and panel members, as well as workshop leaders, are qualified.

Stress the following topics in future workshops: (1) racial understanding; (2) perception of self and relation of self to others; (3) pupil-teacher-parent-community relationships; (4) practical solutions to specific personnel problems in inner-city schools.

Consider publication of a periodical to disseminate information to District personnel and community leaders about local and national programs for disadvantaged pupils.

ESEA Secondary Design #123

COMPONENT: Inservice Education

OBJECTIVES	DEPENDENT VARIABLES	ASSESSMENT DEVICES	COMMENTS
To provide inservice education	Ratings of workshops	Workshop Evaluation (123A) Workshop Evaluation (123B) Workshop Evaluation (123C) Workshop Evaluation (123D) Workshop Session Questionnaire (123F) Workshop Evaluation (123G) Workshop Evaluation (123H)	All workshops rated by participants
		Follow-up Evaluation (123I) Workshop Dropout Evaluation (123J)	123I scheduled one month after 123G
To identify specific strengths and weaknesses of the project	Administrator ratings	Midyear Administrative Evaluation (101D)	All administrators
		Workshop Follow-up Evaluation (123E)	Year-end evaluation by selected workshop participants

PROJECT NAME Inservice Education Code 123

Beginning date 9-11-67 Ending date 6-14-68

Grade Level	PUPIL ENROLLMENT	
	Public	Nonpublic
Preschool		
K		
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
Ungraded		
TOTAL		

NUMBER OF ADULT PARTICIPANTS

School Personnel	836
Parents	35
Community Personnel	
Plus Supportive Services	

PROJECT COST $ 82,195

ADDENDUM B
123

TABLE A

MEDIAN RATINGS OF WORKSHOPS IN MULTI-CULTURAL RELATIONS, GROUPED BY TYPE OF PARTICIPANT

Workshop Planned For	Teacher Assistants	Certificated Staffs of Schools	Certificated Staffs and Community Leaders	SFP Staff
Number of Workshops	4	9	3	2
Number of Participants	154	507	112	100
Aspect of Workshop Rated	MEDIAN Ratings*			
Content	3.0	3.5	2.9	3.2
Media of Presentation:				
Lectures	2.7	1.7	3.6	2.8
Small group discussions	3.7	3.5	3.3	3.9
Large group discussions	2.8			
Informal discussion	2.9		3.2	
Panel presentation	2.7		3.0	3.3
Role playing	2.7	2.5		2.7
Pupil participation	3.4	3.9		2.7
Effectiveness of planning and organization	3.1	3.4	3.2	3.7
Maximum N =	91	184	84	72

Table A is based on Forms 123A, B, C, D, F, G, and H.
*On a scale of 1 to 4, minimum to maximum. Some aspects listed were not applicable to all workshops: e.g., in workshops for certificated staffs of schools, participants were not asked to rate "Large group discussion," "Informal discussion," or "Panel presentation."

TABLE B

PARTICIPANT RATINGS OF SCHOOL-COMMUNITY WORKSHOPS

ITEM	FREQUENCY				MEDIAN
	None 1	Little 2	Some 3	Much 4	
Question: To what extent has participation in this workshop:					
Helped your understanding of people of this community?	0	5	10	5	3.0
Provided opportunities to recognize and utilize strengths in youth to help them develop their potential?	4	5	7	4	2.6
Provided additional methods for working directly with pupils and parents?	5	5	8	2	2.5
Helped to reinforce the foundations and structure for a continuing faculty human-relations workshop?	2	5	6	6	2.9

Table B is based on Form 123I.

Maximum N = 20

TABLE C

REASONS GIVEN BY PARTICIPANTS FOR DISCONTINUING ATTENDANCE AT WORKSHOP

REASON	FREQUENCY Subtotal	 Total
Already familiar with content		6
Workshop uninteresting because of:		
Content	2	
Speakers	2	
Discussion	2	
Other	1	
Total		7
Workshop poorly planned or poorly organized		3
Personality conflict with:		
One or more leaders	1	
One or more participants	0	
Total		1
Time scheduled conflicted with:		
Professional duties	10	
Attending college classes	0	
Unexpected personal business	6	
Other	8	
Total		24
Too far to drive or lack of transportation		1
Illness or injury		5
Personal emergency other than illness or injury		4

Table C is based on Form 123J. N = 51

TABLE D

PERCENTAGE OF ATTENDANCE AND DROPOUT FOR EACH WORKSHOP

Workshop Group and Code Number	Number of Participants	Percentage of	
		Non-Attendance *	Dropouts **
Teacher Assistants			
A5	33	15	24
A6	47	4	4
A7	16	26	6
A8	58	19	33
Total and Average Percentage	154	16	17
Certificated Staffs of Schools			
A1a	142	2	3
A1b	63	15	8
A2	21	18	33
A3	20	28	35
A4	30	40	0
B1	44	16	21
B2	43	19	26
B3	85	3	1
B4	59	8	10
Total and Average Percentage	507	16	15
Certificated Staffs and Community Leaders			
D1	41	13	22
D2	36	15	27
D3	35	3	0
Total and Average Percentage	112	10	16
SFP Staff			
C1	50	0	0
C2	50	0	0
Total and Average Percentage	100	0	0

Table D is based on payroll roster of participants.
* Certificated staff participants only.
** Defined as a participant not attending final session.

EVENING COUNSELING

Division of Secondary Education

1.00 DESCRIPTION

In this new component, day school counselors were available during evening hours to provide counseling services to parents who otherwise would have been unable to see their child's counselor.

2.00 OBJECTIVES

- To assist parents in understanding the social and emotional needs of adolescents
- To assist parents in understanding the educational program of the school
- To identify specific strengths and weaknesses of the project

3.00 IMPLEMENTATION

3.10 Duration of Component and Number of Schools

This component operated from January 29, 1968 to June 14, 1968 in 24 SAC schools.

3.40 Activities

3.41 Parent Activities

Parents were contacted by counselors and given appointments. The schedule of evening counseling was publicized so that parents were free to drop in without appointments. Parents not available during the day were telephoned during evening hours in an attempt to set up appointments.

3.60 Personnel and Logistical Problems

Finding credentialed personnel willing to remain in the community at night was a problem.

It was often difficult to persuade parents to keep their appointments. Some schools indicated that parents would have been more available if the counseling had occurred in locations closer to home, such as churches, community buildings, or elementary schools.

The counselors assigned to evening hours found that follow-up communications with the teachers and regular counselors interfered with their daytime responsibilities.

4.00 EVALUATION

4.10 Design

Component objectives were evaluated according to the following variables: staff and parent ratings of component activity and effectiveness.

The following instruments were used to obtain data on the variables:

- Form 127A, Tally Record of Interviews
- Form 127B, Parent Questionnaire
- Form 127C, Counselor Rating Scale

4.20 Attainment of Objectives

4.21 Objective: To assist parents in understanding the social and emotional needs of adolescents.

4.22 Objective: To assist parents in understanding the educational program of the school.

Evaluation was obtained by means of a questionnaire answered by a sample of the parents who made use of evening counseling. Table A shows that for the number returning questionnaires, there were almost as many voluntary as involuntary parent contacts. However, junior high parents' responses showed that about two out of three evening counseling conferences were initiated by the counselor. Senior high parents also reflected this trend, but to a lesser degree. Responding parents in both groups indicated overwhelmingly that they received "expected" help.

Parent comments point out the need for more and continued contacts; for initiating contacts early in the school year; and for specialized information regarding such items as scholarships, grade-point averages, and test scores. Parents also suggested that the program needed more publicity so that more parents would participate.

TABLE A

PARENT-PARTICIPANT EVALUATION OF EVENING COUNSELING

ITEM	FREQUENCY JUNIOR HIGH Yes	 No	 SENIOR HIGH Yes	 No
Did you ask to see the counselor?	43	46	26	21
Or did someone from school ask you to come in to see the counselor?	56	24	27	19
Did you receive the help you expected?	85	3	47	3
Table A is based on Form 127B.	N = 89		N = 50	

Counselors were asked to rate the component's value in assisting parents to understand their children better.

TABLE B

COUNSELOR RATINGS OF EVENING COUNSELING

ITEM	FREQUENCY				MEDIAN
	No value 1	Little value 2	Some value 3	Much value 4	
Please indicate the value of the component in assisting parents to better understand their:					
JUNIOR HIGH (Maximum N = 42)					
child's feelings about himself.	0	1	22	18	3.4
child's feelings about his parents.	1	4	24	13	3.2
child's feelings about his friends.	1	8	20	11	3.1
child's ability to get along with others.	0	6	19	15	3.2
child's ability to do school work.	1	1	16	18	3.5
child's school curriculum and graduation requirements.	0	3	15	19	3.5
child's extracurricular activities.	1	5	16	15	3.3
child's opportunities for education after high school.	1	2	14	19	3.6
child's teachers and what they do for him.	1	1	17	21	3.6
SENIOR HIGH (Maximum N = 20)					
child's feelings about himself.	0	1	12	6	3.2
child's feelings about his parents.	0	3	11	5	3.1
child's feelings about his friends.	0	3	9	4	3.1
child's ability to get along with others.	0	3	12	3	3.0
child's ability to do school work.	0	4	9	7	3.2
child's school curriculum and graduation requirements.	0	1	5	13	3.8
child's extracurricular activities.	1	9	7	3	2.6
child's opportunities for education after high school.	0	1	6	12	3.7
child's teachers and what they do for him.	0	4	10	6	3.1

Table B is based on Form 127C.

Ratings shown in Table B indicate that junior and senior high evening counselors judged the component to be slightly more valuable in assisting parents in understanding the educational program of the school than in understanding the social and emotional needs of adolescents. Senior high evening counselors gave their lowest rating to the item about extracurricular activities.

Written comments were received from counselors on program activities. Counselor comments drew attention to the extensive use of counselor time in phone contact with parents for appointments, conferences, follow-ups, and reminders. Home visits were undertaken in a number of schools. Group counseling with parent groups was initiated in two schools, and counselors considered outcomes encouraging.

4.23 Objective: To identify specific strengths and weaknesses of the project.

Written comments on component effectiveness were received from evening counselors, who stated that much more publicity is needed for this program to insure continuous parent participation. Counselors suggested that school and community media be utilized for publicity. Additional clerical help was also recommended.

4.24 Supplemental Data (See Tables C and D, Addendum C).

Tables C and D show the number of times parents saw counselors regarding school and/or personal concerns. These tables also reveal the frequency of referral sources and the number of follow-up contacts.

It appears that most parents talked to counselors mainly about their child's school program or about his relationships with his parent and others. Not evident from Tables C and D (because it is not broken down by grades) is the fact that senior high parents, especially of twelfth-graders, conferred most with counselors about the school program. The inverse was true of seventh-, eighth-, and ninth-grade parents. In both groups, parents who came in to talk about the pupil and his relationships were more inclined to return.

Although both junior and senior high parents initiated many conferences, almost as many contacts were initiated by junior high guidance staff members, and most of the follow-up conferences involved these regular counselors and teachers of counselees.

In all, 1418 parents (914 senior high and 504 junior high) were seen by evening counselors. Unduplicated parental contacts for each grade level are estimated to be: 12th grade, 421; 11th, 254; 10th, 239; 9th, 249; 8th, 164; and 7th, 91.

The senior high parent involvement in this program was almost twice as great as was the junior high. In addition, and again not directly evident from Tables C and D, parents at the higher levels of both divisions show more interest than the lower, with tenth- and seventh-grade parents showing least interest. The tenth-grade parent involvement, however, is quite good when compared with each of the junior high grades. The seventh-grade contacts showed least activity of all.

4.30 Outcomes

Twenty-four schools kept their counseling offices open on certain evenings and 1418 parents took advantage of this service. Most parents talked to counselors about school program and/or pupil relationships with the parent and others.

Parent comments reflected a desire for more and continued parent-counselor contacts. They also suggested that more parents should be informed of this program. Participating counselors urged more publicity for the program to insure continuous parent participation.

5.00 CONCLUSIONS

More senior high parents participated in this program than did junior high parents.

Parents and counselors both felt the component could be more effective if the publicity for the program were broadened.

6.00 RECOMMENDATIONS

Make maximum use of both school and community communications media for publicizing the program.

Direct more publicity toward parents of pupils in seventh, eighth, and tenth grades.

Experiment with wider use of home visits as a way of initiating parent contacts.

Hold inservice meetings regularly, and include consideration of ways of developing and sustaining parental interest and participation.

ESEA Secondary Design #127

COMPONENT: Evening Counseling

OBJECTIVES	DEPENDENT VARIABLES	ASSESSMENT DEVICES	COMMENTS
To assist parents in understanding the social and emotional needs of adolescents	Staff and parent ratings	Counselor Rating Scale (127C) Parent Questionnaire (127B)	Counselors and selected parents in component, May 1968
	Record of interviews	Tally Record of Interviews (127A)	All parents
To assist parents in understanding the educational program of the school	Ratings of activity	Counselor Rating Scale (127C) Parent Questionnaire (127B)	Counselors and selected parents in component, May 1968
	Record of interviews	Tally Record of Interviews (127A)	All parents
To identify specific strengths and weaknesses of the project	Staff ratings of activity	Counselor Rating Scale (127C)	Staff rated effectiveness of project, May 1968

PROJECT NAME Evening Counseling Code 127

Beginning date 1-29-68 Ending date 6-14-68

Grade Level	PUPIL ENROLLMENT	
	Public	Nonpublic
Preschool		
K		
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
Ungraded		
TOTAL		

NUMBER OF ADULT PARTICIPANTS

School Personnel	104
Parents	1418
Community Personnel	

PROJECT COST $ 47,286

TABLE C

TALLY RECORD OF INTERVIEWS

SENIOR HIGH	NUMBER OF CONFERENCES AND FREQUENCY FOR EACH									Totals
	1	2	3	4	5	6	7	8	9	
Parent Interviews Regarding:										
The School:										
Program	592	37	8	1	0	1	1	0	1	641
Personnel	50	4	2	2	0	0	0	0	0	58
Services	120	17	1	0	0	0	0	0	0	138
Personal Concerns:										
Self	79	20	3	4	1	1	1	0	0	109
Pupil	408	64	22	10	7	1	0	1	0	513
Others	43	2	0	0	0	0	0	0	0	45
Totals	1292	144	36	17	8	3	2	1	1	1504
Parent Interviews Initiated by:										
Self	272	45	18	3	3	0	2	0	0	343
Vice Principal	29	4	2	0	1	1	0	0	0	37
Teacher	77	12	3	0	2	1	0	0	0	95
Guidance Staff	194	24	8	1	0	0	0	0	0	227
Others	96	6	1	0	1	0	1	0	0	105
Number of Follow-up (Day and Evening) Conferences with:										
Self	154	74	23	9	6	5	1	0	4	276
Vice Principal	45	16	6	2	0	0	0	0	0	69
Teacher	114	67	31	7	5	9	2	0	0	235
Guidance Staff	103	30	8	1	2	0	0	0	0	144
Others	98	49	17	7	4	0	0	1	0	176

Table C is based on Form 127A.

Unduplicated N = 914
Duplicated N =1504

TABLE D

TALLY RECORD OF INTERVIEWS

JUNIOR HIGH	NUMBER OF CONFERENCES AND FREQUENCY FOR EACH									
	1	2	3	4	5	6	7	8	9	
Pupil Interviews Regarding:										
The School:										
Program	180	16	1	0	0	0	0	0	0	1
Personnel	46	6	0	0	0	0	0	0	0	5
Services	89	3	0	1	0	0	0	0	0	9
Personal Concerns:										
Self	51	5	2	1	0	0	0	0	0	59
Pupil	304	74	16	8	4	1	2	0	0	4
Others	23	2	2	0	0	0	0	0	0	27
Totals	693	106	21	10	4	1	2	0	0	837
Parent Interviews Initiated by:										
Self	199	19	7	2	0	0	0	0	0	22
Vice Principal	46	10	4	0	0	0	0	0	0	60
Teacher	69	12	3	2	1	0	0	0	0	8
Guidance Staff	186	26	3	0	0	0	0	0	0	215
Others	55	7	4	0	1	0	0	0	0	6
Number of Follow-up (Day and Evening) Conferences with:										
Self	92	36	23	3	8	3	1	0	2	168
Vice Principal	65	21	6	1	0	0	0	0	0	9
Teacher	105	40	24	3	5	3	0	0	0	18
Guidance Staff	143	18	9	0	0	1	0	0	0	171
Others	47	25	13	2	1	0	0	0	0	8

Table D is based on Form 127A.

Unduplicated N = 504
Duplicated N = 83

BASIC READING - NONPUBLIC SCHOOLS

Division of Secondary Education

1.00 DESCRIPTION

This continuing component was designed to provide intensive, individualized instruction in fundamental reading and study skills for slow learners, and to apply those reading skills to selected content areas. Individual reading problems were diagnosed and instruction was based on remedial techniques. Nine public school teachers taught basic reading in the participating schools.

2.00 OBJECTIVES

-To improve performance as measured by standardized achievement tests

-To improve study skills

-To provide inservice education

-To identify specific strengths and weaknesses of the project

3.00 IMPLEMENTATION

3.10 Duration of Component and Number of Schools

The component was conducted from September 11, 1967 through June 14, 1968 at seven high schools of the Los Angeles Archdiocese. A summer program was carried on from June 24, 1968 through August 9, 1968 at three archdiocesan high schools.

3.20 Pupils

Basic Reading instruction was provided for 225 pupils in grades 9 through 12 during the regular year, and for 121 incoming freshmen during summer 1968. The pupils were slow learners reading two or more years below their grade-level expectancy. Classes were limited to seven pupils in a group. The summer program allowed up to 10 pupils per class.

3.40 Activities

3.41 Staff Activities

During summer 1967 two of the program's public school teachers participated in a five-week Los Angeles City School District reading workshop.

Public and nonpublic teachers in the participating schools took part in a spring workshop conducted by Dr. Jo Stanchfield, Occidental College, and sponsored by the Archdiocese. Ten sessions totaled 30 hours.

3.50 Specialized Materials, Supplies, and Equipment

Specialized reading equipment such as controlled readers, tape recorders and earphones--as well as instructional and supplementary materials--were available in the reading centers.

4.00 EVALUATION

4.10 Design

Component objectives were evaluated according to the following variables: pupil scores on a standardized reading test; pupil marks in subjects and citizenship; pupil attendance records; ratings of inservice effectiveness; and pupil, parent, and staff ratings of component effectiveness.

The following instruments were employed to collect information on the variables:

- Form R&D 1, Pupil Personnel Information (included test scores for Scholastic High School Placement Test and California Short-Form Test of Mental Maturity, Grades 9-13, Form A, as taken from school records for baseline information)

- Nelson Reading Test-Revised Edition (Grades 3-9, Form A)

- Form 140A, Midyear Administrative Evaluation

- Form 140B, Midyear Evaluation by Teachers

- Form 140C, Parent Questionnaire

- Form 140D, Pupil Questionnaire

- Form 140E, Teacher Inservice Evaluation

4.20 Attainment of Objectives

4.21 Objective: To improve performance as measured by standarized achievement tests.

Table A shows the comparison of a random sample of pupils in the component with a similar group of pupils neither in the component nor in the same school. In October 1967 both groups were given the Nelson Reading Test and were post-tested with the same test in May 1968. Analysis of covariance was used to equalize the data because of initial group differences.

Mean scores from both tests are compared in Table A. Although improvement was shown by both groups, it was not statistically significant.

4.22 Objective: To improve study skills.

Pupil subject and citizenship marks for the end of school year 1967 were compared with marks recorded at the end of school year 1968.

Table B shows pre and post means in grade-point averages, citizenship, and days absent. A significant increase was made by the ESEA pupils in subject marks. In citizenship, the control group showed a significant increase. There was a reduction in days absent for the experimental group and an increase for the comparison group. In 1966-67, the ESEA pupils had a decrease in subject marks.

4.23 Objective: To provide inservice education.

In order to establish a sound basis of instruction for this specialized type of communication skills, an inservice reading program for teachers was held from January to May, 1968. There were 10 sessions totaling 30 hours of instruction.

Table C shows that most of the teachers rated the inservice as effective. All five responding teachers felt the inservice had increased their knowledge of teaching techniques to be used with educationally disadvantaged pupils.

Representative comments were:

> "I learned many specific and general things because the teachers shared ideas at each meeting."

> "I became much more aware of how students need to be motivated in culturally deprived areas. I learned how to make much better use of games."

> "Excellent in all areas. I might suggest more time between meetings in order to research and prepare for the sessions or more help in being steered to the possible resources."

4.24 Objective: To identify specific strengths and weaknesses of the project.

Administrators felt that the program was very effective in their schools. These comments were made by the seven administrators:

> "Most students approach classes with new eagerness and confidence."

> "We have seen a definite improvement in the students who are taking the vital course."

> "This program seems to be doing a very good job and has become an integral part of our curriculum."

> "Excellent and helpful materials are now on hand to help slow students."

> "The students I have talked to and observed in class seem to be getting a great deal from these classes."

> "Small number of students in each class allows for rapid progress for those handicapped by language, and for steady gains for those of more moderate talents."

> "The program is very effective, the progress is evident, and the students are responding."

The majority of the seven responding teachers believed that students were making progress. Their responses are shown in Table D.

Three out of the seven teachers made the following comments:

> "With the varied materials we have on hand the students are encouraged to read more and more of the different books and magazines, and to use the audio-visual aids."

> "The girls enjoy the reading program very much. I concluded this not only from verbal comments but from improvement in test grades, homework assignments, and requests for more reading material."

> "The program works, and student progress is evident. Materials and equipment are the best."

Parent reactions are summarized in Table E. Of the 48 questionnaires sent to parents, 36 were returned. Most of the responding parents considered the component beneficial.

Comments by 16 parents were in a ratio of three positive to one negative. Representative statements included:

> "I like the idea of a small class. I feel my daughter gets more individual attention which I believe she needs."

> "Since she has started this class I've noticed that my daughter has been improving in her reading."

> "I think the reading classes have been very helpful and should be continued."

> "Needs to read more at home; if he were so assigned he might read more."

Results in Table F indicate that most of the pupils who were questioned rated the component effective. Of the 42 forms sent to pupils, 40 were returned. Not all items were rated by each respondent.

When divided into pro and con categories, pupil comments were in the ratio of 15 positive to one negative. Typical comments were:

> "I feel that this class has improved me in a very special way, because it has helped me understand better and made me more alert to do my work, and an opportunity to learn freely."

> "Need more interesting books to work out of."

> "I feel that this class helps me to improve my ability to understand words and read better."

4.25 Supplemental Data (See Addendum C, Table G)

Table G shows baseline data for the experimental group. The highest frequency of scores for both reading comprehension and mathematics was in the low average range (stanine 3).

IQs ranged from 70 to 119, with the majority of scores (21 of 36) between 82 and 100.

4.30 Outcomes

Neither group of pupils made significant gains in either reading vocabulary or paragraph comprehension. Subject marks improved markedly for ESEA pupils.

Significantly higher citizenship marks were earned by the comparison group.

A decrease in days absent was shown by the Title I pupils, while the comparison group showed an increase. Neither change was significant.

Administrators, teachers, parents, and pupils judged the component to be effective.

5.00 CONCLUSIONS

No improvement in reading skills was found.

ESEA pupils scored higher subject marks and had fewer absences than did the comparison group.

Participants and parents agreed that the component was effective.

6.00 RECOMMENDATIONS

The component should be continued. Present techniques and methods of teaching reading should be examined for possible improvements.

A more valid analysis of pupil scores could be made if the comparison group and the Title I group were from the same student body.

ESEA Nonpublic Secondary Design #140

COMPONENT: Basic Reading

OBJECTIVES	DEPENDENT VARIABLES	ASSESSMENT DEVICES	COMMENTS
To improve performance as measured by standardized achievement tests	Pupil scores on standardized tests	Nelson Reading-Revised Edition Form A (grades 3-9)	Random sample of experimental and comparison pupils (grades 9-12) tested on a pre (9-67) - post (5-68) basis
To improve study skills	Pupil marks in subjects and personal ratings: attendance record	Pupil Personnel Information (R&D1)	Baseline information for experimental and comparison groups. Included test scores for Scholastic High School Placement Test and California Test of Mental Maturity (grades 9-12, Form A)
To provide inservice education	Ratings of inservice effectiveness	Teacher Inservice Evaluation (140E)	All inservice participants
To identify specific strengths and weaknesses of the project	Ratings of component effectiveness	Midyear Administrative Evaluation (140A)	All administrators
		Midyear Evaluation by Teachers (140B)	Teachers participating in program
		Parent Questionnaire (140C) Pupil Questionnaire (140D)	Random sample of parents and pupils

PROJECT NAME Basic Reading (Nonpublic Schools) Code 140

Beginning date 9-11-67 Ending date 8-9-68

Grade Level	PUPIL ENROLLMENT	
	Public	Nonpublic
Preschool		
K		
1		
2		
3		
4		
5		
6		
7		
8		
9		323
10		19
11		4
12		
Ungraded		
TOTAL		346

NUMBER OF ADULT PARTICIPANTS

School Personnel	11
Parents	
Community Personnel	

PROJECT COST $ 115,863

TABLE A

ANALYSIS OF COVARIANCE

TEST AND GROUP	N	I.Q. (1)	PRE MEAN	POST MEAN	ADJUSTED MEAN
NELSON READING TEST - VOCABULARY					
ESEA Title I	36	89.42	50.50	58,44	65.96
Comparison	25	84.68	67.72	75.16	54.29
				F(1,57) =	.6[illegible]1
PARAGRAPH COMPREHENSION					
ESEA Title I	36	89.42	34.75	39.36	44.74
Comparison	25	84.68	49.92	53.72	45.67
				F(1,57) =	.253

(1) California Test of Mental Maturity
Table A is based on data from class rosters.

TABLE B

SCHOLASTIC ACHIEVEMENT AND ATTENDANCE

ITEM AND GROUP	N	PRE MEAN	POST MEAN	CORRELATION
SUBJECT MARKS				
ESEA Title I	35	1.83	2.15**	.49
Comparison	24	1.89	1.95	.59
CITIZENSHIP				
Work Habits				
ESEA Title I	22	2.89	2.83	.20
Comparison	20	2.19	2.78**	.39
Cooperation				
ESEA Title I	26	2.98	2.75	.07
Comparison	24	2.66	3.17**	.52
DAYS ABSENT				
ESEA Title I	12	12.25	7.00	.10
Comparison	19	8.53	9.42	.54

Table B is based on Form R&D1. *Sig at .05 **Sig at .01
Grade point average is based on: A=4, B=3, C=2, D=1, F=0
E = Excellent E=4, VS=3, S=2, W=1, U=0
VS= Very Satisfactory
S = Satisfactory
W = Warning or Poor
U = Unsatisfactory

TABLE C

PARTICIPANT RATINGS OF INSERVICE EDUCATION

ITEM	FREQUENCY					MEDIAN
	Does Not Apply 0	Not Effective 1	2	3	Very Effective 4	
How much has the basic reading inservice improved your knowledge of teaching technique and subject content regarding:						
development of materials?	0	0	0	1	4	3.9
understanding the pupil as a person?	0	0	1	2	2	3.2
communication among staff at local school level?	2	0	0	2	1	3.3
assistance in understanding the educationally disadvantaged pupil?	0	0	0	3	2	3.3
How much has the inservice education:						
improved your knowledge of psychological factors in working with educationally disadvantaged pupils?	0	0	0	3	2	3.3
increased your knowledge of teaching techniques to be used with educationally disadvantaged pupils?	0	0	0	0	5	4.0

Table C is based on Form 140E. N = 5

TABLE D

TEACHER RATINGS OF PUPIL IMPROVEMENT

ITEM	FREQUENCY				MEDIAN
	Not Effective 1	2	3	Very Effective 4	
Classroom performance in reading	0	0	6	1	3.1
Classroom performance in your subject	1	0	5	1	3.0
Study skills	1	0	5	1	3.0
Attitudes toward school and education	1	0	4	2	3.1

Table D is based on Form 140B. N = 7

TABLE E

PARENT RESPONSES

ITEM	YES	NO
Have you noticed any improvement in your child's study habits this year?	29	7
Do you think your child has learned more this year?	34	1
Has your child's attitude changed toward school this year?	24	11
If your last answer was "yes", was this change for the better?	23	1
Do you favor the continuation of this class?	33	1

Table E is based on Form 140C. Maximum N = 36

TABLE F

PUPIL RESPONSES

ITEM	YES	NO
Do you feel that you have improved your study habits this year?	39	1
Do you think you have learned more this year?	36	4
Do you think your attitude toward school has changed this year?	30	10
If your last answer was "yes", was this change for the better?	24	2
Would you like to have more classes like this one?	31	8

Table F is based on Form 140D. Maximum N = 40

lc

TABLE G

BASIC READING BASELINE DATA

Percentile Intervals	Reading Comprehension (1)	Arithmetic (1)	TOTAL Index (2) I.Q. Intervals	Frequency
	Frequency			
96 -				
89 - 95			116 - 119	1
77 - 88			101 - 115	4
60 - 76		1	91 - 100	10
40 - 59		4	82 - 90	11
23 - 39	7	11	76 - 81	7
11 - 22	14	10	70 - 75	3
4 - 10	3	0	66 - 69	0
- 3	2	0	- 65	0
No Data	12	12	No Data	2
Total	38	38	Total	38

Table G is based on R&D 1.
(1) Scholastic High School Placement Test, Reading and Arithmetic
(2) California Test of Mental Maturity

CORRECTIVE READING - NONPUBLIC SCHOOLS

Division of Secondary Education

1.00 DESCRIPTION

Corrective Reading, a continuing component, was designed to help selected ninth- and tenth-grade pupils of average ability, but not achieving at grade level, to improve their oral reading skills through corrective instruction. In the second semester this group received instruction in standard oral English. At the end of the year, all pupils in the component groups had received special assistance both in reading and in using standard oral English.

2.00 OBJECTIVES

-To improve performance as measured by standardized achievement tests

-To improve classroom performance in reading beyond usual expectations

-To improve study skills

-To identify specific strengths and weaknesses of the project

3.00 IMPLEMENTATION

3.10 Duration of Component and Number of Schools

This component was conducted from September 11, 1967 through June 14, 1968 at five high schools of the Los Angeles Archdiocese.

3.20 Pupils

This component served 377 pupils. Class size was limited to 20.

3.40 Activities

3.41 Staff Activities

Four teachers from the Los Angeles City School District were assigned instructional duties in the corrective reading activity. These teachers augmented the regular teaching staff of the archdiocesan schools.

During summer 1968, one public school teacher participated in a five-week workshop in reading conducted by the Los Angeles City School District.

3.42 Pupil Activities

Pupil needs in corrective reading were served by a variety of instructional activities designed to raise the level of word attack skills, develop vocabulary, and increase comprehension.

3.50 Specialized Materials, Supplies, and Equipment

A variety of reading books, reading tests, tachistoscopic devices, and vocabulary development materials was used.

4.00 EVALUATION

4.10 Design

Project objectives were evaluated according to the following dependent variables: pupil scores on standardized reading tests, pupil attendance records and marks in subjects and personal ratings, and parent and staff ratings of component effectiveness.

The following instruments were employed to collect information on the variables:

-Nelson Reading Test (Grades 9-12, Form A)

-Form R&D1, Pupil Personnel Information (included test scores for Scholastic High School Placement Test and California Short-Form Test of Mental Maturity, Grades 9-13, Form A, as taken from school records for baseline information)

-Form 140A, Midyear Administrative Evaluation

-Form 140B, Midyear Evaluation by Teachers

-Form 140C, Parent Questionnaire

4.20 Attainment of Objectives

4.21 Objective: To improve performance as measured by standardized achievement tests.

4.22 Objective: To improve classroom performance in reading beyond usual expectations.

Table A shows the comparison of a random sample of pupils in the Corrective Reading component with a group of pupils not in the component. In October 1967 both groups were given the Nelson Reading Test, and were posttested with the same test in January 1967. The experimental and comparison groups were not in the same schools. To adjust for this difference, the analysis of covariance was used.

Raw scores from this test are compared in Table A. Scores for both groups moved in a positive direction, but the gains are no greater than one might expect from chance alone.

4.23 Objective: To improve study skills.

Data concerning the attainment of this objective were obtained through analysis of pupil subject marks, citizenship marks (work habits and co-operation), and days of absence. Results are shown in Table B.

Table B shows that only the comparison group attained significant results in work habits and cooperation marks. Title I pupils actually dropped in all four areas.

4.24 Objective: To identify specific strengths and weaknesses of the project.

Administrators felt that the Corrective Reading program was operating effectively in all five schools, contrary to the data in Tables A and B. Following are comments made by administrators:

> "Commendable for introducing students to wider study skills than is possible in Basic Reading Program. A noticeable change in the student's attitude toward school."

> "There is improved development of skills in word interpretation, thought content, dictionary and glossary use, and increased ability to recognize main ideas, supporting facts and writer's purpose."

> "Very fine materials and an excellent teacher demonstrate that pupils are becoming more confident in handling reading materials. The science teacher feels that this program has helped her students read and interpret science materials."

> "Contributes a valuable half to our first-year English program especially since the materials have arrived. The public school teacher is excellent for the program; students have changed attitudes toward study."

Teacher reactions as shown in Table C support administrative conclusions. All forms sent to teachers were returned.

Teachers gave the lowest rating to the effectiveness of the component in improving pupil study skills. Two respondents qualified their ratings with the following comments:

> "This is an outstanding program. I have an excellent choice of materials that really helps me motivate students. They especially like 'Scope' (a weekly magazine that has high interest content for teenagers), but I feel that many are now eager to read for pleasure."

> "I feel this program is very successful. Three of my students are being assigned to college preparatory classes; another will be if his attendance improves."

Table D shows parent reaction to the effectiveness of the component. Questionnaires were sent to 57 parents, and 31 forms were returned.

Results in Table D indicate that responding parents felt the component was effective. Comments by six parents were in the ratio of two positive to one negative. Representative statements included:

> "My granddaughter has changed much. She is very interested in her school. Her speech has changed very much."

> "I would like to add she is reading better and faster."

"My daughter is in this program, but I do not know much about it. She brings very little work home to do."

4.25 Supplemental Data (See Addendum C, Table E)

Baseline data for the experimental group are shown in Table E. Scores in reading comprehension, mathematics, and IQ generally clustered in the average range.

4.30 Outcomes

Title I pupils demonstrated no significant gains in reading scores, subject and citizenship marks, or attendance.

Significantly higher citizenship marks were earned by the comparison group.

Parents and pupils believed the program had a positive effect on classroom performance and study habits, as did teachers and administrators.

5.00 CONCLUSIONS

Administrators, teachers, parents, and pupils felt that the Corrective Reading component was effective. This feeling was not substantiated by achievement test scores or by pupil marks.

6.00 RECOMMENDATIONS

Present techniques and methods for teaching corrective reading should be examined to help improve pupil reading achievement.

A more valid analysis of pupil scores could be accomplished if the comparison group could be chosen from the same student body as the Title I group.

ESEA Nonpublic Secondary Design #141

COMPONENT: Corrective Reading

OBJECTIVES	DEPENDENT VARIABLES	ASSESSMENT DEVICES	COMMENTS
To improve performance as measured by standardized achievement tests	Pupil scores on standardized tests	Nelson Reading Test-Revised Edition, Form A (grades 9-12)	Random sample of experimental and comparison pupils tested on a pre (9-67) - post (1-68) basis. Component duration is one semester
To improve classroom performance in reading beyond usual expectations	Pupil marks in subjects and personal ratings	Pupil Personnel Information (R&D1)	Baseline information for experimental and comparison groups. Included test scores for Scholastic High School Placement Test and California Test of Mental Maturity
To improve study skills	Pupil marks in personal ratings; attendance record	Pupil Personnel Information (R&D1)	
To identify specific strengths and weaknesses of the project	Ratings of component effectiveness	Midyear Administrative Evaluation (140A)	All administrators
		Midyear Evaluation by Teachers (140B)	Teachers participating in program
		Parent Questionnaire (140C)	Random sample of parents

PROJECT NAME Corrective Reading (Nonpublic Schools) Code 141

Beginning date 9-11-67 Ending date 6-14-68

Grade Level	PUPIL ENROLLMENT	
	Public	Nonpublic
Preschool		
K		
1		
2		
3		
4		
5		
6		
7		
8		
9		264
10		113
11		
12		
Ungraded		
TOTAL		377

NUMBER OF ADULT PARTICIPANTS

School Personnel 5

Parents ____

Community Personnel ____

PROJECT COST $ 43,455

TABLE A

ANALYSIS OF COVARIANCE

TEST AND GROUP	N	I.Q. (1)	PRE MEAN	POST MEAN	ADJUSTED MEAN
Nelson Reading Test - Vocabulary					
ESEA Title I	64	93.95	58.53	63.83	63.18
Comparison	41	90.29	57.19	62.66	63.66
				F(1,101) =	.102
Nelson Reading Test - Paragraph					
ESEA Title I	64	93.95	41.94	46.72	45.94
Comparison	41	90.29	41.02	46.29	47.51
				F(1,101) =	.968

Table A is based on pupil rosters.
(1) California Test of Mental Maturity.

TABLE B

SCHOLASTIC ACHIEVEMENT AND ATTENDANCE

ITEM AND GROUP	N	PRE MEAN	POST MEAN	CORRELATION
SUBJECT MARKS				
ESEA Title I	52	1.86	1.76	.59
Comparison	40	1.79	1.85	.61
CITIZENSHIP				
Work Habits				
ESEA Title I	36	2.39	1.93	.30
Comparison	39	1.96	2.34**	.66
Cooperation				
ESEA Title I	51	2.29	2.07	.41
Comparison	40	2.32	2.54*	.79
DAYS ABSENT				
ESEA Title I	29	4.69	5.38	.26
Comparison	29	7.28	6.14	.84

Table B is based on Form R&D 1. *Sig at .05 **Sig at .01
Grade point average is based on: A=4, B=3, C=2, D=1, F=0
E=4, VS=3, S=2, W=1, U=0

E = Excellent
VS= Very Satisfactory
S = Satisfactory
W = Warning or Poor
U = Unsatisfactory

TABLE C

TEACHER RATINGS OF PUPIL IMPROVEMENT

ITEM	FREQUENCY					
	Does not apply 0	Not effective 1	2	3	Very effective 4	MEDIAN
Classroom performance in reading	0	0	0	3	2	3.3
Classroom performance in your subject	2	0	0	1	2	3.8
Study skills	0	0	1	4	0	2.9
Attitudes toward school and education	0	0	0	3	2	3.3

Table C is based on Form 140B. N = 5

TABLE D

PARENT RESPONSES

ITEM	YES	NO
Have you noticed any improvement in your child's study habits this year?	24	7
Do you think your child has learned more this year?	28	3
Has your child's attitude changed toward school this year?	21	10
If your last answer was "yes", was this change for the better?	20	1
Do you favor the continuation of this class?	29	1

Table D is based on Form 140C. Maximum N = 31

TABLE E

CORRECTIVE READING BASELINE DATA

Percentile Intervals	Reading Comprehension (1) Frequency	Arithmetic (1) Frequency	TOTAL Index (2) I.Q. Intervals	Frequency
96 -				
89 - 95				
77 - 88			101 - 115	12
60 - 76		3	91 - 100	15
40 - 59	8	6	82 - 90	13
23 - 39	11	12	76 - 81	5
11 - 22	18	18	70 - 75	1
4 - 10	5	2	66 - 69	0
- 3	0	1	- 65	1
No Data	13	13	No Data	8
Total	55	55	Total	55

Table E is based on Form R&D 1.
(1) Scholastic High School Placement Test, Reading and Arithmetic.
(2) California Test of Mental Maturity.

STANDARD ORAL ENGLISH - NONPUBLIC SCHOOLS

Division of Secondary Education

1.00 DESCRIPTION

Standard Oral English (SOE) was designed to help selected Mexican-American and Negro ninth- and tenth-grade pupils read and speak standard oral English as an alternate dialect. This is the English they need to be effective in the job world and larger community. Pupils of average ability, but not achieving at grade level, received instruction in SOE as part of their regular English classwork. In the second semester, this group received instruction in corrective reading. At the end of the year, all pupils in the component groups had received special assistance both in reading and in SOE. The regular teaching staff of five archdiocesan schools instructed the pupils in this continuing component.

2.00 OBJECTIVES

-To improve the verbal functioning level of the children

-To identify specific strengths and weaknesses of the project

3.00 IMPLEMENTATION

3.10 Duration of Component and Number of Schools

This component was conducted from September 11, 1967 through June 14, 1968 at five high schools of the Los Angeles Archdiocese. During the summer, an SOE program was provided at one of the archdiocesan high schools.

3.40 Activities

3.41 Staff Activities

Four two-hour inservice education sessions were conducted by the two SOE consultants during spring 1968 for archdiocesan teachers.

A two-hour workshop was held jointly by the Office of Research and Development, Los Angeles City Schools, and two SOE consultants to discuss pre- and posttesting materials to be used with new students in spring 1968.

3.42 Pupil Activities

This component served 399 pupils during the regular year and 87 in the summer. Class size was limited to 20.

Practice in standard oral English was provided by oral drills, listening to selected tapes, and reading materials planned to help pupils overcome linguistic handicaps.

3.50 Specialized Materials, Supplies, and Equipment

Los Angeles City School District SOE consultants developed special techniques and materials and taped oral drills for use in the classroom. The tape recorder was utilized as standard equipment in this component.

4.00 EVALUATION

4.10 Design

Component objectives were evaluated according to the following variables: pupil scores on various nonstandardized tests of attitudes and of pronunciation and usage skills; professional expert ratings on pupil pronunciation and usage; and pupil, parent, and staff ratings of component effectiveness.

The following instruments were employed to collect information on the variables:

- Form R&D 1, Pupil Personnel Information (includes test scores on Scholastic High School Placement Test and California Short-Form Test of Mental Maturity (Grades 9-13, Form A) as taken from school records for baseline information)
- Form 121B, Awareness and Attitudes Test
- Forms 121C and E, Audio-Discrimination Test
- Forms 121D and F, Usage Test
- Forms 121G and I, Oral Reading and Correction Test (Usage)
- Forms 121H and J, Oral Reading and Correction Test (Pronunciation)
- Form 121K, Teacher Evaluation
- Form 121L, Judge's Ratings of Pupil Performance
- Form 140A, Midyear Administrative Evaluation
- Form 140B, Midyear Evaluation by Teachers
- Form 140C, Parent Questionnaire
- Form 140D, Pupil Questionnaire

4.20 Attainment of Objectives

4.21 Objective: To improve the verbal functioning level of the children.

Plans to use the standardized Language Test from the battery of California Achievement Tests to measure pupil competence in English fundamentals could not be carried out since the necessary textbooks did not arrive.

Three locally-developed nonstandardized tests, originally planned for use in addition to the California Achievement Test, were used to measure verbal skills and attitudes about language use. All three tests were given to experimental and control groups. Different forms of usage and pronunciation tests were given Mexican-American and Negro groups, with test items being based on speech patterns identified with the particular ethnic group.

For comparison purposes, a random sample of pupils in the SOE component was compared with public school pupils not in the component. In February 1968 a selected number from each group were given these tests:

-Awareness and Attitudes, a group test measuring pupil agreement with commonly-held ideas about standard oral English.

-Audio-Discrimination, an individual test in which pupils read aloud sentences containing errors identified as common to them.

-Usage, a group test in which pupils listened to a tape and marked whether or not the taped sentences were grammatically correct.

Mean scores for the three tests are compared in Table A. Significant improvement was shown by both ESEA groups in the Awareness and Attitudes Test and Usage Test. Only the Negro experimental group improved significantly in the Audio-Discrimination Test.

Selected pupils were also tested pre and post, on an individual basis, with the use of a tape recorder. The tests were:

-Oral Reading and Correction (Usage), an individual test for which pupils read aloud 10 sentences correcting any grammatical errors they recognized.

-Oral Reading and Correction (Pronunciation), an individual test in which pupils read aloud, and corrected, 10 sentences containing syllables they commonly mispronounced.

Pupil improvement was rated on a 1 - 4 scale by three judges listening to the individual tapes.

The mean scores of these ratings are shown in Table B.

The results in Table B show some improvement in both the experimental and control groups, but the gains are no greater than might be expected from chance alone or from test unreliability. (For discussion of reliability data on the instruments mentioned in Table A, see the report and Addendum C tables for component 121.)

4.22 Objective: To identify specific strengths and weaknesses of the project.

Administrative evaluations of SOE indicate that the component was satisfactory. All forms sent to administrators were returned, and included these comments:

"The course is satisfactorily fulfilling the aims by preparing the students to compete in the Anglo society."

"Too soon to be sure of results."

> "Very helpful component of our 1st year English program; guidelines are valuable aids to the teacher."

> "We are offering this course five times a week besides the usual English class. Perhaps this is too much at one time. The girls are learning, however, and I am pleased with the tapes and the class procedure."

Results in Table C show that teachers were divided in judging component effectiveness.

One respondent qualified his rating with the following:

> "I believe this program is achieving its goals. The students' response is high and they are requesting additional time outside of class for further drill in language skills."

Teacher evaluation of the component indicated that in nine ninth- and four tenth-grade classes, SOE kit materials were used by the teachers. Five of the teachers evaluating SOE kit materials felt these materials were effective.

A February 1968 workshop on methods for using SOE materials was rated as effective by three teachers and as very ineffective by one.

Some comments made by these teachers were:

-More difficult tapes needed for pupils who are able to move along quickly.

-Add some listening exercises.

-The method of taping the Usage Test requires correction of nonstandard items as the material is read. Very poor readers do very poorly here, even if their everyday speech is fairly good.

Table D shows parent reactions to the effectiveness of the component. Of the 51 forms sent to parents, 42 were returned.

Results in Table D indicate that parents felt that the component was effective. Comments by 12 parents were in the ratio of 11 positive to one negative. Representative statements included:

> "I notice my child has improved her vocabulary, and she is trying twice as hard to do better."

> "This class gives the students help by having them make more compositions and encourages them in public speaking. This will help them all through school and all their adult life."

> "The nature of the class work has increased my daughter's confidence in recitation in other classes."

> "Sorry - was not aware of her participation in any 'special experimental' class and apparently neither was she, because she has never discussed any phase of it with us."

Table E shows pupil reactions to the effectiveness of the component. Of the 115 forms sent to pupils, all but two were returned.

Results in Table E indicate that most pupils rated the component "effective". Of the 113 responding, 27 added comments. When divided into pro and con categories, these comments were in a ratio of six positive to one negative. Representative statements included:

> "Oral English was a class I enjoyed very much. I couldn't wait for second period to come so I could go to Oral English. It wasn't a boring class."
>
> "I think we should have more written work and more talking on the tape."
>
> "I would just like to say that I enjoy the Oral English class except for the tapes. Some of the tapes are OK, however some of them get boring after awhile and I lose interest."
>
> "I would like to have more classes like this one, because it gives you the opportunity to correct your mistakes. Please keep up the good work, because many students may need it very much. Without this program I wouldn't have improved my study habits. I thank you very much!"

4.23 Supplemental Data (Addendum C, Tables F and G)

Table F, Addendum C, shows the comparison of the total sample of SOE pupils and non-SOE pupils. In February 1968, both groups (including the pupils selected for individual taping) were tested and their mean scores are compared in this table. Significant improvement was shown by both ESEA groups in the Awareness and Attitudes Test and Usage Test. Only the Negro experimental group improved significantly in the Audio-Discrimination Test. Results for the total group are identical to those reported in Table A for selected pupils except for degree of significance.

Baseline data for the experimental group are shown in Table G, Addendum C. Most of the pupil scores for reading comprehension and mathematics were in the low average range. About half of the I.Q. scores were also in this range.

4.30 Outcomes

Significant improvement beyond the .01 level in the Awareness and Attitudes Test was made by all SOE experimental pupils and by Negro (selected group) pupils. The Mexican-American (selected group) pupils improved significantly at the .05 level.

In the Audio-Discrimination Test, only the Negro experimental pupils (selected and total groups) improved significantly.

Significant gains were made by the experimental pupils of both groups (selected and total) in the Usage Test.

In the Oral Reading and Correction Test - Usage and Pronunciation, very little positive change was shown, and this change was no greater than one might expect from chance alone.

Interpretation of Test results should be tempered by the reliability findings reported under component 121.

Administrators, teachers, parents, and pupils judged the component to be effective.

5.00 CONCLUSIONS

Significant gains (as qualified in Outcomes) were made by the ESEA Negro pupils in Awareness and Attitudes, Audio-Discrimination, and Usage tests.

Mexican-American pupils showed significant improvement in the Awareness and Attitudes Test and the Usage Test.

Administrators, teachers, parents, and pupils agreed that the component was effective.

6.00 RECOMMENDATIONS

The component should be continued.

Present nonstandardized tests should be revised to improve reliability, based on findings in component 121.

A more valid analysis of pupil scores could be accomplished if the comparison group could be chosen from the same student body as the Title I group.

OBJECTIVES	DEPENDENT VARIABLES	ASSESSMENT DEVICES	COMMENTS
To improve the verbal functioning level of the children	Pupil scores on standardized test of verbal skills and English fundamentals	California Achievement Tests	Random sample of experimental and comparison pupils tested on a pre (2-68) - post (5-68) basis
	Pupil marks in subjects and personal ratings	Pupil Personnel Information (R&D1)	Baseline information for experimental and control groups. Included test scores for Scholastic High School Placement Test and California Test of Mental Maturity
	Pupil scores on various nonstandardized tests measuring changes in attitudes, in pronunciation and usage skills	Answer Sheet (121A) Awareness and Attitudes Test (121B) Audio-Discrimination Test, Form M (121C), Form N (121E) Usage Test, Form M (121D), Form N (121F) Oral Reading and Correction Test (Usage), Form M (121G), Form N (121I) Oral Reading and Correction Test (Pronunciation), Form M (121H), Form N (121J)	Forms 121B, 121D, and 121F were true-false written tests Forms 121G, 121H, 121I, and 121J were oral tests, individually tape-recorded. Forms 121B, 121C, 121D, 121E, and 121F were read orally to pupils who wrote their responses
	Ratings of changes in pupil pronunciation and usage	Judge's Ratings of Pupil Performance (121)	Form 121L was used by judges rating pre and post tapes of pupil oral production
To identify specific strengths and weaknesses of the project	Ratings of component effectiveness	Midyear Administrative Evaluation (140A)	All administrators
		Midyear Evaluation by Teachers (140B)	Teachers participating in program
		Parent Questionnaire (140C) Pupil Questionnaire (140D)	Random sample of parents and pupils
		Teacher Evaluation (121K)	At year end; all teachers

PROJECT NAME Standard Oral English (Nonpublic Schools) Code 142

Beginning date 9-11-67 Ending date 8-9-68

Grade Level	PUPIL ENROLLMENT Public	 Nonpublic
Preschool		
K		
1		
2		
3		
4		
5		
6		
7		
8		
9		372
10		112
11		1
12		1
Ungraded		
TOTAL		486

NUMBER OF ADULT PARTICIPANTS

School Personnel 6

Parents

Community Personnel

PROJECT COST $ 43,455

TABLE A

ANALYSIS OF COVARIANCE FOR SELECTED GROUPS

TEST AND GROUP	N	PRE MEAN	POST MEAN	ADJUSTED MEAN
AWARENESS AND ATTITUDES TEST				
Mexican-American				
ESEA Title I	48	14.85	16.56	16.53
Comparison	6	14.00	14.67	14.93
			F(1,51) =	4.134*
Negro				
ESEA Title I	14	15.00	18.14	17.88
Comparison	28	14.43	14.36	14.49
			F(1,39) =	18.225**
AUDIO-DISCRIMINATION TEST				
Mexican-American				
ESEA Title I	48	5.58	6.48	6.49
Comparison	6	6.17	5.83	5.72
			F(1,51) =	1.374
Negro				
ESEA Title I	14	6.57	7.64	7.62
Comparison	28	6.43	6.89	6.90
			F(1,39) =	5.491*
USAGE TEST				
Mexican-American				
ESEA Title I	48	14.42	16.73	16.73
Comparison	6	14.33	14.67	14.69
			F(1,51) =	4.844*
Negro				
ESEA Title I	14	16.79	18.43	17.67
Comparison	28	15.25	15.86	16.23
			F(1,39) =	6.641*

Table A is based on Forms 121 B, C, D, E, F.
* Sig. at .05 ** Sig. at .01

ADDENDUM C

TABLE B
ANALYSIS OF COVARIANCE FOR SELECTED GROUPS

TEST AND GROUP	N	PRE MEAN	POST MEAN	ADJUSTED MEAN
ORAL READING AND CORRECTION TEST, USAGE				
Mexican-American				
ESEA Title I	48	27.79	29.15	29.17
Comparison	6	28.33	29.50	29.32
			F(1,51) =	.004
Negro				
ESEA Title I	14	28.64	30.00	29.16
Comparison	27	26.93	27.19	27.62
			F(1,38) =	.363
ORAL READING AND CORRECTION TEST, PRONUNCIATION				
Mexican-American				
ESEA Title I	48	26.15	27.38	27.07
Comparison	6	22.17	22.17	24.63
			F(1,51) =	.752
Negro				
ESEA Title I	14	27.57	28.86	28.64
Comparison	27	27.15	26.74	26.85
			F(1,38) =	1.747

Table B is based on Forms 121G, H, I, J, and L.

TABLE C

TEACHER RATINGS OF PUPIL IMPROVEMENT

ITEM	FREQUENCY					MEDIAN
	Does not apply 0	Not Effective 1	2	3	Very Effective 4	
Classroom performance in reading	3	0	0	1	0	3.0
Classroom performance in your subject	1	0	2	0	1	2.3
Study skills	1	1	1	1	0	2.0
Attitudes toward school and education	0	0	0	4	0	3.0

Table C is based on Form 140B. Maximum N = 4

TABLE D

PARENT RESPONSES

ITEM	YES	NO
Have you noticed any improvement in your child's study habits this year?	27	15
Do you think your child has learned more this year?	36	6
Has your child's attitude changed toward school this year?	32	10
If your last answer was "yes", was this change for the better?	32	0
Do you favor the continuation of this class?	41	1

Table D is based on Form 140C.

Maximum N = 42

TABLE E

PUPIL RESPONSES

ITEM	YES	NO
Do you feel that you have improved your study habits this year?	89	23
Do you think you have learned more this year?	100	10
Do you think your attitude toward school has changed this year?	88	25
If your last answer was "yes", was this change for the better?	76	11
Would you like to have more classes like this one?	104	9

Table E is based on Form 140D.

Maximum N = 113

TABLE F

ANALYSIS OF COVARIANCE FOR TOTAL GROUPS

TEST AND GROUP	N	PRE MEAN	POST MEAN	ADJUSTED MEAN
AWARENESS AND ATTITUDES TEST				
Mexican-American				
ESEA Title I	84	14.86	16.69	16.67
Comparison	11	14.45	14.00	14.13
			F(1,92) = 23.729**	
Negro				
ESEA Title I	21	14.86	17.76	17.60
Comparison	28	14.43	14.36	14.48
			F(1,46) = 21.240**	
USAGE TEST				
Mexican-American				
ESEA Title I	84	14.70	17.10	17.11
Comparison	11	15.09	15.36	15.26
			F(1,92) = 7.956**	
Negro				
ESEA Title I	21	17.52	18.52	17.59
Comparison	28	15.25	15.86	16.56
			F(1,46) = 4.529*	
AUDIO-DISCRIMINATION TEST				
Mexican-American				
ESEA Title I	84	6.27	6.76	6.79
Comparison	11	7.00	6.36	6.18
			F(1,92) = 1.584	
Negro				
ESEA Title I	21	6.95	7.62	7.55
Comparison	28	6.43	6.89	6.95
			F(1,46) = 4.957*	

Table F is based on Forms 121B, C, D, E, and F.
*Sig. at .05 **Sig. at .01

TABLE G

STANDARD ORAL ENGLISH BASELINE DATA

Percentile Intervals	Reading Comprehension (1)	Arithmetic (1)	TOTAL Index (2) I.Q. Intervals	
	Frequency			Frequency
96 -				
89 - 95				
77 - 88		1	101 - 115	13
60 - 76	1	3	91 - 100	28
40 - 59	12	11	82 - 90	28
23 - 39	25	32	76 - 81	10
11 - 22	26	30	70 - 75	2
4 - 10	13	3	66 - 69	0
- 3	4	1	- 65	1
No Data	4	4	No Data	3
Total	85	85	Total	85

Table G is based on Form R&D 1.

(1) Scholastic High School Placement Test, Reading and Arithmetic
(2) California Test of Mental Maturity

READING IMPROVEMENT - NONPUBLIC SCHOOLS

Division of Secondary Education

1.00 DESCRIPTION

This ongoing activity was designed for seventh- and eighth-grade pupils of average or above-average ability who were reading considerably below expectancy. It provided for the diagnosis of pupil reading problems and a sequential development of essential reading skills, including: word recognition, phrase reading, vocabulary building, and comprehension of central thought and significant details. One seventh- and one eighth-grade reading improvement class were scheduled in each participating school.

2.00 OBJECTIVES

- To improve performance as measured by standardized achievement tests
- To improve classroom performance in reading beyond usual expectations
- To improve study skills
- To identify specific strengths and weaknesses of the project

3.00 IMPLEMENTATION

3.10 Duration of Component and Number of Schools

This component operated from September 11, 1967 to June 14, 1968 at 20 elementary schools of the Los Angeles Archdiocese.

3.20 Pupils

A total of 770 pupils was enrolled in classes selected for the component.

3.40 Activities

3.41 Staff Activities

Reading improvement classes were taught by archdiocesan personnel.

3.50 Specialized Materials, Supplies, and Equipment

Ten schools began the school year with controlled readers, filmstrips, screens, stands, and selected library reading materials.

3.60 Personnel and Logistical Problems

Late in spring 1968 the remaining 10 schools received the controlled readers (mechanical devices for development of certain reading skills) ordered on this year's budget. Because of the late delivery, the reading laboratory kits were incomplete and the program had to be conducted in modified form for most of the year.

4.00 EVALUATION

4.10 Design

Objectives of the component were evaluated according to the following dependent variables: pupil scores on a standardized reading test; pupil subject and citizenship marks; pupil attendance records; pupil, parent, and staff ratings of component effectiveness.

The following instruments were employed to collect information on the variables:

- -Iowa Test of Basic Skills (Grades 3-9, Forms 1 and 2)
- -Form R&D 1, Pupil Personnel Information (included test scores for Lorge-Thorndike Intelligence Test (Grades 6-10, Form 1) as taken from school records for baseline information.)
- -Form 140A, Midyear Administrative Evaluation
- -Form 140B, Midyear Evaluation by Teachers
- -Form 140C, Parent Questionnaire
- -Form 140D, Pupil Questionnaire

4.20 Attainment of Objectives

4.21 Objective: To improve performance as measured by standardized achievement tests.

4.22 Objective: To improve classroom performance in reading beyond usual expectations.

Table A, Addendum C, shows the comparison of a random sample of pupils in the component with a similar group of pupils not in the component. In October 1967 both groups were given the Iowa Test of Basic Skills and were posttested with the same test in May 1968. Experimental and control groups were not located at the same schools. Analysis of covariance was used to adjust for sample differences.

Mean scores from both tests are compared in Table A. Both groups showed improvement, with the eighth-grade comparison pupils improving significantly beyond the .01 level in vocabulary.

4.23 Objective: To improve study skills.

Pupil subject and citizenship marks for the previous semester were compared with marks at the end of the school year.

Table B, Addendum C, shows pre and post means in grade point averages, citizenship, and days absent. The experimental group gained significantly in all areas with the exception of eighth-grade citizenship. In the comparison group, seventh-grade subject marks decreased and eighth-grade marks in cooperation increased , both significantly.

4.24 Objective: To identify specific strengths and weaknesses of the project.

All eight administrators indicated that the component was operating effectively. Their responses were in a ratio of five positive to one negative. The following are typical comments:

-There was a noticeable improvement in the desire to read.

-The materials supplied through this program have been very beneficial.

-The program is too difficult for slower students who need much help.

Teacher ratings consistently affirmed the success of the program with the exception of eighth grade study skills. Teacher responses are shown in Table C, Addendum C.

Comments from teachers were supportive of the program:

"Through the wonderful equipment, such as controlled readers and the reading laboratory, the pupils themselves are discovering their improvements."

"We have not been able to set up a remedial reading program for grade eight but we are using the books to advantage."

"Teenage Tales contains relevant and interesting stories that help to maintain student interest in class. The stories provide immediate motivation."

Parent responses are summarized in Table D, Addendum C, based on a return of 109 out of 120 forms. The majority of parents favored the program.

Parent comments can be summarized in one representative statement:

"I'm very much in favor of this new approach to reading. I think my child does more reading for pleasure now that he is able to select books that are interesting to him rather than reading from a standard textbook."

Results in Table E, Addendum C, indicate that most pupils rated the component effective.

Of the 115 forms sent, 102 were returned.

When divided into pro and con categories, pupil reactions were in the ratio of eight positive to one negative. Typical comments included:

"I like the way the class was and surely learned more. I think my grade is much better than last year. This class helped me a lot."

"I think that this year reading was a little more of a challenge than other years because we were exposed to a great deal more than other reading classes we've had."

"I enjoyed this reading program. I think the variety of books was very beneficial."

"I am a slow reader and I think I have improved mainly with the control reader. My thanks to you again!"

"I didn't like this sort of class because there wasn't enough excitement in the stories."

4.25 Supplemental Data (See Addendum C, Table F)

Table F shows baseline data for the experimental group. The majority of pupils were average in reading vocabulary and comprehension, as well as mathematics.

I.Q. scores for seventh and eighth graders clustered solidly in the middle ranges.

4.30 Outcomes

The experimental groups, both seventh and eighth grades, made no significant gains in reading achievement. The comparison eighth-grade pupils improved significantly in reading vocabulary.

Title I seventh-grade pupils showed significant improvement in subject marks, citizenship, and days absent. The seventh-grade subject marks, for the comparison group, decreased significantly.

Title I eighth graders improved markedly in subject marks and attendance. The comparison pupils received higher marks in cooperation.

Classroom performance in reading was rated high by teachers.

Administrators, teachers, parents, and pupils rated the component as effective.

5.00 CONCLUSIONS

Title I pupils made no significant advances in tested reading skills.

ESEA pupils improved in subject marks and attendance. Seventh graders also improved in citizenship, although eighth graders did not.

Administrators, teachers, parents, and pupils agreed that the component was effective.

6.00 RECOMMENDATIONS

Techniques and methods of improving reading skills should be reexamined and strengthened.

A more valid analysis of pupil scores would result if the comparison group and the Title I group were in the same school.

ESEA Nonpublic Secondary Design #143

COMPONENT: Reading Improvement

OBJECTIVES	DEPENDENT VARIABLES	ASSESSMENT DEVICES	COMMENTS
To improve performance as measured by standardized achievement tests	Pupil scores on the standardized test	Iowa Test of Basic Skills (Grades 3-9), Forms 1 and 2	Random sample of experimental and comparison pupils tested on a pre (10-67) - post (5-68) basis
To improve classroom performance in reading beyond usual expectations	Pupil marks in subjects and personal ratings	Pupil Personnel Information (R&D1)	Baseline information for experimental and comparison pupils. Included scores for Lorge-Thorndike Intelligence Test (Grades 6-10, Form 1).
To improve study skills	Pupil marks in personal ratings; attendance record	Pupil Personnel Information (R&D1)	Baseline information for experimental and comparison pupils. Included scores for Lorge-Thorndike Intelligence Test (Grades 6-10, Form 1).
To identify specific strengths and weaknesses of the project	Ratings of component effectiveness	Midyear Administrative Evaluation (140A) Midyear Evaluation by Teachers (140B) Parent Questionnaire (140C) Pupil Questionnaire (140D)	Random sample of administrators Teachers participating in program Random sample of parents and pupils

PROJECT NAME Reading Improvement (Nonpublic Schools) Code 143

Beginning date 9-11-67 Ending date 6-14-68

Grade Level	PUPIL ENROLLMENT	
	Public	Nonpublic
Preschool		
K		
1		
2		
3		
4		
5		
6		
7		381
8		389
9		
10		
11		
12		
Ungraded		
TOTAL		770

NUMBER OF ADULT PARTICIPANTS

School Personnel 25

Parents

Community Personnel

PROJECT COST $ 14,476

JM B

TABLE A

ANALYSIS OF COVARIANCE

TEST AND GROUP	N	I.Q. (1)	PRE MEAN	POST MEAN	ADJUSTED MEAN
IOWA TESTS OF BASIC SKILLS - GRADE 7					
VOCABULARY					
ESEA Title I	137	91.80	18.61	22.73	22.69
Comparison	91	91.48	18.55	22.79	22.85
				F(1,224) =	.039
COMPREHENSION					
ESEA Title I	137	91.80	26.00	31.26	31.26
Comparison	91	91.48	26.10	32.93	32.94
				F(1,224) =	2.187
IOWA TESTS OF BASIC SKILLS - GRADE 8					
VOCABULARY					
ESEA Title I	144	91.10	21.49	24.47	24.08
Comparison	89	89.97	20.26	25.56**	26.19
				F(1,229) =	8.551
COMPREHENSION					
ESEA Title I	144	91.10	33.44	38.12	37.09
Comparison	89	89.97	29.84	36.93	38.59
				F(1,229) =	1.964

(1) Lorge-Thorndike Intelligence Test

** Sig. at .01

Table A is based on data from component rosters.

TABLE B

SCHOLASTIC ACHIEVEMENT AND ATTENDANCE

ITEM AND GROUP	N	PRE MEAN	POST MEAN	CORRELATION
7th Grade				
SUBJECT MARKS				
ESEA Title I	99	2.10	2.24**	.59
Comparison	130	1.73	1.65*	.85
CITIZENSHIP				
Work Habits				
ESEA Title I	93	2.18	2.80**	.40
Comparison	122	1.69	1.70	.85
Cooperation				
ESEA Title I	89	2.73	3.06**	.26
Comparison	124	1.90	1.74	.88
DAYS ABSENT				
ESEA Title I	79	12.43	7.92**	.35
Comparison	116	7.52	7.95	.68
8th Grade				
SUBJECT MARKS				
ESEA Title I	113	2.07	2.28**	.64
Comparison	131	1.92	1.89	.82
CITIZENSHIP				
Work Habits				
ESEA Title I	107	2.43	2.57	.33
Comparison	119	1.85	1.93	.83
Cooperation				
ESEA Title I	111	2.68	2.80	.59
Comparison	123	1.87	2.06**	.80
DAYS ABSENT				
ESEA Title I	85	9.41	7.11*	.24
Comparison	94	6.38	5.47	.41

Table B is based on Form R&D 1. *Sig. at .05 **Sig. at .01

Grade point average is based on: A=4, B=3, C=2, D=1, F=0
E=4, VS=3, S=2, W=1, U=0.

E = Excellent
VS = Very Satisfactory
S = Satisfactory
W = Warning or Poor
U = Unsatisfactory

TABLE C

TEACHER RATINGS OF PUPIL IMPROVEMENT

ITEM	FREQUENCY					MEDIAN
	Does Not Apply 0	Not Effective 1	2	3	Very Effective 4	
Grade 7						
Classroom performance in reading	0	1	2	3	2	2.8
Classroom performance in your subject	1	1	1	5	0	2.8
Study skills	0	1	2	5	0	2.7
Attitudes toward school and education	0	1	2	4	1	2.8
Grade 8						
Classroom performance in reading	0	1	1	4	1	2.9
Classroom performance in your subject	0	1	1	5	0	2.8
Study skills	0	1	3	3	0	2.3
Attitudes toward school and education	0	1	1	5	0	2.8

Table C is based on Form 140B.

Maximum N = 8

TABLE D

PARENT RESPONSES

ITEM	GRADE 7		GRADE 8	
	YES	NO	YES	NO
Have you noticed any improvement in your child's study habits this year?	51	3	51	4
Do you think your child has learned more this year?	52	2	50	5
Has your child's attitude changed toward school this year?	43	11	44	11
If your last answer was "yes", was this change for the better?	42	1	43	1
Do you favor the continuation of this class?	52	0	54	0
Table D is based on Form 140C.	Maximum N =54		Maximum N =55	

TABLE E

PUPIL RESPONSES

ITEM	GRADE 7		GRADE 8	
	YES	NO	YES	NO
Do you feel that you have improved your study habits this year?	43	5	50	4
Do you think you have learned more this year?	48	0	52	2
Do you think your attitude toward school has changed this year?	39	8	46	8
If your last answer was "yes", was this change for the better?	35	4	41	5
Would you like to have more classes like this one?	43	5	46	8
Table E is based on Form 140D.	Maximum N = 48		Maximum N = 54	

ADDENDUM C

TABLE F

READING IMPROVEMENT BASELINE DATA

Percentile Intervals	Reading Vocabulary (1) FREQUENCY 7th	8th	Reading Comprehension (1) FREQUENCY 7th	8th	Arithmetic (1) FREQUENCY 7th	8th	TOTAL Index (2) I.Q. Intervals	FREQUENCY 7th	8th
96 -		1							
89 - 95	1	3	2	1			116 - 119	1	
77 - 88	8	7	3	9	2	2	101 - 115	25	24
60 - 76	11	21	12	12	7	6	91 - 100	44	46
40 - 59	31	26	25	38	17	28	82 - 90	30	47
23 - 39	34	41	43	30	28	24	76 - 81	11	15
11 - 22	28	24	22	17	25	28	70 - 75	6	9
4 - 10	17	21	15	15	22	15	66 - 69	0	1
- 3	3	3	8	6	9	6	- 65	3	1
No Data	15	8	18	27	38	46	No Data	28	12
Total	148	155	148	155	148	155	Total	148	155

Table F is based on Form R&D 1.

(1) Iowa Test of Basic Skills, Reading Vocabulary and Comprehension, and Arithmetic.
(2) Lorge-Thorndike Intelligence Test.

DEVELOPMENTAL READING - NONPUBLIC SCHOOLS

Division of Secondary Education

1.00 DESCRIPTION

This ongoing component was planned for students of superior potential who were reading at grade level but who needed extension of their skills to realize their potential. Instructional materials were drawn from social studies, science, mathematics, and literature. Emphasis was on the development of word recognition skills, comprehension, vocabulary building, and critical thinking in various subject areas. The component was offered as a one-semester course in the existing English program.

2.00 OBJECTIVES

-To improve performance as measured by standardized achievement tests

-To improve study skills

-To identify specific strengths and weaknesses of the project

3.00 IMPLEMENTATION

3.10 Duration of Component and Number of Schools

This component was conducted from September 11, 1967 through June 14, 1968 at eight high schools of the Los Angeles Archdiocese.

3.20 Pupils

This component served 279 students, all of whom were reading at or slightly below their grade level, to help them reach their reading potential.

3.40 Activities

3.41 Staff Activities

Archdiocesan personnel conducted all developmental reading classes. Teachers attended a spring 1968 workshop, sponsored by the Archdiocese, that emphasized the use of instructional materials.

3.42 Pupil Activities

Pupils learned to control reading rate in relation to purpose and comprehension. Pupils were guided to plan self-improvement programs for reading at mature levels and to read independently.

3.50 Specialized Materials, Supplies, and Equipment

Controlled readers, tape recorders, phonographs, tachistoscopic devices, story and vocabulary filmstrips, word clue books, listen-and-read tapes, student study skills materials, Reading for Understanding textbooks, and SRA reading kits were used.

3.60 Personnel and Logistical Problems

Other materials that were to be used for the 1967-68 school year were not received because of unavoidably late ordering.

4.00 EVALUATION

4.10 Design

Component objectives were evaluated according to the following variables: pupil scores on a standardized reading test, pupil attendance records and marks in subjects and citizenship (personal ratings), and parent and staff ratings of the effectiveness of the component.

The following instruments were employed to collect information on the variables:

-Nelson-Denny Reading Test (Grades 10-12, Revised Edition, Form A)

-Form R&D 1, Pupil Personnel Information (included test scores for Scholastic High School Placement Test and California Test of Mental Maturity as taken from school records for baseline information)

-Form 140A, Midyear Administrative Evaluation

-Form 140B, Midyear Evaluation by Teachers

-Form 140C, Parent Questionnaire

4.20 Attainment of Objectives

4.21 Objective: To improve performance as measured by standardized achievement tests.

Table A shows the comparison of a random sample of pupils in the component with a similar group not in the component. The reading subtest of the Scholastic High School Placement Test and the IQ scores from the California Test of Mental Maturity provided pretest scores for both groups. Each group was posttested in January 1968 with the Nelson-Denny Reading Test.

Mean scores from both tests are compared in Table A. Analysis of covariance was used to equalize the groups statistically because of initial differences. While neither group gained significantly in vocabulary, Title I pupils did show significant improvement in reading comprehension. The 1966-67 Title I pupils made no significant gains in reading scores.

4.22 Objective: To improve study skills.

Pupil subject and citizenship marks for the previous semester were compared with the marks received at the end of the fall semester.

Table B shows the pre and post means in grade-point averages, citizenship, and days absent. There were highly significant increases in final citizenship marks for Title I pupils, while comparison pupils registered improvement only in work habits marks. Correlation for the experimental group indicates a pre to post shift within the group, with early high grade-point averages tending to drop, and low tending to rise. This phenomenon might be explained by a tendency to move toward the average.

The 1966-67 Title I pupils made no significant gains in grade-point average. This year's group made a slightly better overall showing.

4.23 Objective: To identify specific strengths and weaknesses of the project.

Responses from the seven administrators indicate that the component was effective and that course objectives were fulfilled. In January these administrators made the following typical comments:

-Course is hampered by nondelivery of Shadowscope and the materials needed to teach term paper technique. The term paper is the culminating activity of the course.

-The course does fulfill most objectives by raising superior pupils' reading and comprehension levels, and encouraging pupils to seek superior reading materials.

-Both teacher and pupils are satisfied with this course. The materials have been helpful.

-Pupils seem to be achieving results from the exposure that Power Reading (i.e. Developmental Reading) is giving them to good magazines and other materials.

-Juniors and seniors, reading at or slightly above grade level, are making rapid advance through this new component; much in demand now that present pupils are broadcasting the "good news".

Most teachers rated the component as effective. However, they questioned the effectiveness of the component in improving study skills.

Three teachers commented as follows:

"As far as I can judge, this has been effective."

"I do think the course, as outlined for the teachers in September, had great potential. But right now I feel that the students are bored using the same materials."

"Students are getting a greater opportunity for improvement in self-expression through the use of the materials and follow-up discussion. The course generates more thought than the traditional class, and through an analysis of contemporary events and happenings, I find the group more stimulated to read, discuss, and express."

Parent reactions are summarized in Table D. Of the 66 forms sent to parents, 50 were returned. The majority of parents responding considered the component to be effective in all categories.

Ten parents made favorable comments, some of which were:

> "His study habits along with attitude have increased remarkably."
>
> "I find a definite improvement in his reading and find that he is doing more research like getting his material from the library and getting editorials from the evening papers, etc., and doing his homework in general with more interest."
>
> "According to my daughter, she has been greatly affected by this enriching course. Her reading comprehension has greatly improved. Her vocabulary has vastly improved too."

4.24 Supplemental Data (See Table E, Addendum C)

Table E shows baseline data for the experimental group in reading comprehension, mathematics, and I.Q. scores.

4.30 Outcomes

Improvement in test scores in reading comprehension for the Title I group was significant at the .01 level.

There were no statistically significant changes in reading vocabulary or subject marks.

Improvement in citizenship was significant at the .01 level for the experimental group, and at the .05 level for the comparison group's work habits.

There were no significant improvements noted in the attendance records of either group.

5.00 CONCLUSIONS

Reading comprehension scores showed a significant change at the .01 level for the experimental group.

Teachers questioned the effectiveness of methods employed to improve study skills.

The experimental and comparison groups improved significantly in citizenship marks.

Participation in the component did not improve attendance of pupils.

Administrators, teachers, and parents agreed that the component was effective.

6.00 RECOMMENDATIONS

Since reading vocabulary has not shown any significant gains for two consecutive years, present teaching techniques should be critically examined and corrective measures taken.

A more valid analysis of pupil scores might be made if the comparison group could be chosen from the same school as the Title I group.

ESEA Nonpublic Secondary Design #144 COMPONENT: Developmental Reading

OBJECTIVES	DEPENDENT VARIABLES	ASSESSMENT DEVICES	COMMENTS
To improve performance as measured by standardized achievement tests	Pupil scores on standardized test	Nelson-Denny Reading Test, (Grades 10-12), Revised Edition, Form A	Random sample of experimental and comparison pupils tested on a pre (9-67) - post (1-68) basis. Component duration is one semester
To improve study skills	Pupil marks in subjects and personal ratings; attendance record	Pupil Personnel Information (R&D1)	Baseline information for experimental and comparison pupils. Included test scores for Scholastic High School Placement Test and California Test of Mental Maturity
To identify specific strengths and weaknesses of the project	Ratings of component effectiveness	Midyear Administrative Evaluation (140A) Midyear Evaluation by Teachers (140B) Parent Questionnaire (140C)	All administrators Teachers participating in program Random sample of parents

ROJECT NAME Developmental Reading (Nonpublic Schools) Code 144

Beginning date 9-11-67 Ending date 6-14-68

Grade Level	PUPIL ENROLLMENT	
	Public	Nonpublic
Preschool		
K		
1		
2		
3		
4		
5		
6		
7		
8		
9		2
10		94
11		58
12		125
Ungraded		
TOTAL		279

NUMBER OF ADULT PARTICIPANTS

School Personnel 8

Parents

Community Personnel

PROJECT COST $ 14,476

TABLE A

ANALYSIS OF COVARIANCE

TEST AND GROUP	N	I.Q. (1)	PRE MEAN (2)	POST MEAN	ADJUSTED MEAN
NELSON-DENNY READING TEST VOCABULARY					
ESEA Title I	82	107.09	25.34	39.37	36.85
Comparison	31	93.90	24.58	28.06	34.71
				F(1,109) =	.855
NELSON-DENNY READING TEST COMPREHENSION					
ESEA Title I	82	107.09	25.34	46.59	44.68
Comparison	31	93.90	24.58	32.90	37.95
				F(1,109) =	7.567**

(1) California Test of Mental Maturity ** Sig. at .01
(2) Scholastic High School Placement Test
Table A is based on pupil rosters and Form R&D 1.

TABLE B

SCHOLASTIC ACHIEVEMENT AND ATTENDANCE

ITEM AND GROUP	N	PRE MEAN	POST MEAN	CORRELATION
SUBJECT MARKS				
ESEA Title I	125	2.65	2.67	.59
Comparison	47	2.28	2.37	.66
CITIZENSHIP				
Work Habits				
ESEA Title I	81	2.71	3.34**	-.34
Comparison	47	2.25	2.49*	.71
Cooperation				
ESEA Title I	97	2.79	3.35**	-.25
Comparison	47	2.53	2.61	.87
DAYS ABSENT				
ESEA Title I	68	4.43	4.87	.64
Comparison	41	5.07	4.95	.50

Table B is based on Form R&D 1. *Sig at .05 **Sig at .01
Grade point average is based on: A=4, B=3, C=2, D=1, F=0;
E = Excellent E=4, VS=3, S=2, W=1, U=0
VS= Very Satisfactory
S = Satisfactory
W = Warning or Poor
U = Unsatisfactory

TABLE C

TEACHER RATINGS OF PUPIL IMPROVEMENT

ITEM	FREQUENCY					MEDIAN
	Does not apply 0	Not Effective 1	2	3	Very Effective 4	
Classroom performance in reading	0	0	2	3	2	3.0
Classroom performance in your subject	1	0	1	4	1	3.0
Study skills	0	0	3	4	0	2.6
Attitudes toward school and education	0	0	0	6	1	3.1

Table C is based on Form 140B.

N = 7

TABLE D

PARENT RESPONSES

ITEM	YES	NO
Have you noticed any improvement in your child's study habits this year?	40	10
Do you think your child has learned more this year?	46	3
Has your child's attitude changed toward school this year?	31	19
If your last answer was "yes", was this change for the better?	31	0
Do you favor the continuation of this class?	47	1

Table D is based on Form 140C.

Maximum N = 50

TABLE E

DEVELOPMENTAL READING BASELINE DATA

Percentile Intervals	Reading Comprehension (1)	Arithmetic (1)	TOTAL Index (2) I.Q. Intervals	Frequency
	Frequency			
			136 -	2
			132 - 135	2
			126 - 131	2
96 -	1	4	120 - 125	15
89 - 95	5	9	116 - 119	9
77 - 88	7	6	101 - 115	58
60 - 76	25	21	91 - 100	24
40 - 59	22	23	82 - 90	10
23 - 39	11	11	76 - 81	0
11 - 22	8	11	70 - 75	1
4 - 10	6	3	66 - 69	0
- 3	2	0	- 65	3
No Data	44	43	No Data	5
Total	131	131	Total	131

Table E is based on Form R&D 1.

(1) Scholastic High School Placement Test, Reading and Arithmetic.
(2) California Test of Mental Maturity.

SOCIAL STUDIES - NONPUBLIC SCHOOLS

Division of Secondary Education

1.00 DESCRIPTION

This ongoing component was designed to help pupils improve their reading and understanding of social studies concepts in a world cultures course. Emphasis was on the contributions of various ethnic groups to the development of world cultures.

2.00 OBJECTIVES

-To improve classroom performance in other skill areas (social studies) beyond usual expectations

-To identify specific strengths and weaknesses of the project

3.00 IMPLEMENTATION

3.10 Duration of Component and Number of Schools

This component was conducted from September 11, 1967 through June 14, 1968 at eight high schools of the Los Angeles Archdiocese.

3.20 Pupils

The component served 680 tenth-grade pupils who were achieving at or below average academic levels.

3.40 Activities

3.41 Staff Activities

A special inservice education workshop was conducted at San Fernando Valley State College for archdiocesan social studies teachers. Social studies concepts and the cultural contributions of ethnic groups were two major areas of investigation. Teachers developed units of instruction adapted to their own class needs, examined new instructional materials, and studied new techniques of teaching reading.

3.42 Pupil Activities

Pupils read a variety of suitable social studies materials in order to develop concepts and gain information about selected issues and periods of world culture. The contributions of different ethnic groups were investigated and discussed. Vocabulary drills and remedial reading aids were used.

3.50 Specialized Materials, Supplies, and Equipment

A 16mm projector, tape recorder, overhead projector, filmstrips, filmstrip projector, multi-level textbooks, and library books were used for remedial and enrichment activities in each participating school.

4.00 EVALUATION

4.10 Design

Component objectives were evaluated according to the following variables: pupil scores on a standardized social studies test; pupil marks in subjects; pupil and teacher ratings of materials; and pupil, parent, and staff ratings of the effectiveness of the component.

The following instruments were employed to collect information on the variables:

- -Metropolitan Achievement Tests, Advanced Social Studies Test (Grades 7-9, Form AM)
- -Form R&D 1, Pupil Personnel Information (includes test scores for Scholastic High School Placement Test and California Short-Form Test of Mental Maturity, Grades 9-13, Form A, as taken from school records for baseline information)
- -Form 140A, Midyear Administrative Evaluation
- -Form 140B, Midyear Evaluation by Teachers
- -Form 140C, Parent Questionnaire
- -Form 140D, Pupil Questionnaire
- -Form 145A, Teacher Ratings of Commercial Materials
- -Form 145B, Pupil Ratings of Commercial Materials

4.20 Attainment of Objectives

4.21 Objective: To improve classroom performance in other skill areas (social studies) beyond usual expectations.

Table A shows the comparison of a random sample of pupils in the component with a similar group of pupils not in the component. In October 1967 both groups were given the Metropolitan Achievement Tests, Advanced Social Studies Test, and were posttested with the same test in May 1968.

TABLE A

ANALYSIS OF COVARIANCE

TEST AND GROUP	N	I.Q. (1)	PRE MEAN	POST MEAN	ADJUSTED MEAN
Metropolitan Achievement Tests, Advanced Social Studies - Information					
ESEA, Title I	213	91.99	28.37	32.56	34.20
Comparison	143	94.29	33.95	34.48	32.04
				F(1,352)	= 12.39**
Metropolitan Achievement Tests, Advanced Social Studies - Study Skills					
ESEA, Title I	213	91.99	19.76	22.07	22.63
Comparison	143	94.29	21.78	20.57	19.73
				F(1,352)	= 32.66**

(1) California Test of Mental Maturity. **Sig. at .01
Table A is based on pupil rosters.

Mean scores from both tests are compared in Table A. The Title I pupils showed significant achievement beyond the .01 level on both parts of the test. The 1966-67 ESEA pupils did not increase their scores on either part of the test.

4.22 Objective: To identify specific strengths and weaknesses of the project.

All eight administrators affirmed that the component achieved its goals. Typical comments included:

-Good program and good equipment; maximum effectiveness limited by large enrollment.

-The course is giving the pupils a wide knowledge of world cultures. Pupils have shown great interest in viewing films dealing with other countries.

-The text is not suited to the needs of the course, but the program as a whole is achieving its goals, especially through the use of the auxiliary equipment.

-The varied social studies materials and excellent equipment have created pupil interest and ability to handle and interpret maps, tables, charts, etc.

-Continues as an excellent orientation for sophomores to world cultures; the stress on reading and study habits is invaluable; supplementary materials are excellent.

Pupil subject and citizenship marks for the previous semester were compared with marks at the end of the school year.

Table B, Addendum C, shows pre and post means in grade-point averages, citizenship, and days of absence. A significant increase in subject marks was achieved by the experimental group. The 1966-67 report showed no such significant change.

Citizenship marks decreased significantly for the Title I group, whereas in 1966-67 they had increased. Comparison pupils received higher marks (significant at .01) in work habits.

Materials for the component were rated by the teachers and pupils. The results are shown in Table C, Addendum C.

Ratings of products were based on one for a third choice, two for a second choice, and three for a first choice. Table C shows that "overhead transparencies" and "projector and films (16mm)" were rated by teachers as most beneficial in helping pupils to learn.

Pupils, also, felt that the projector and films (16mm) and filmstrips were the most helpful.

Comments made by teachers included:

-Overhead transparencies (teacher-made) are excellent for getting over points clearly and also as means for initiating discussions on political cartoons, charts, etc.

-Films were acquired from the L.A. Public Library. They proved extremely helpful in showing various cultures and living conditions.

Pupils made the following comments:

"...in a filmstrip we can actually see what is going on and in a book we can only read and try to imagine the situation."

"I feel that the films helped me because just reading about a country doesn't help much. It's better when you see on film what happened and why."

Teacher ratings as shown in Table D, Addendum C, indicate the component was moderately "Effective".

Comments made by teachers included:

"I find the social studies program effective. My students have a keen interest in the subject and this interest is improving."

"It is my belief that the audio-visual emphasis incorporated in the government program is the only effective way to teach social studies. A deliberate deviation from outline-the-chapter, answer-questions-at-end-of-chapter, and lecture-presentation approaches."

> "It is very hard to give individual attention and reach each girl in a group of 40. They seem to enjoy and participate more in small group situations."

> "Course offers the best approach yet to building up social studies concepts and skills for remedial students with consequent academic and personal development."

Reaction forms were sent to 108 parents of pupils in the component. Ratings of the effectiveness of the component were received from 78 parents and are summarized in Table E, Addendum C. Most parents approved of the component and noted its good effects.

Fourteen parents submitted written statements about the component; some of their comments are listed below:

> "My son has improved immensely since last year. This year he has received Bs. Last year all he got were Cs and Ds."

> "Sometimes he says the book he's using is just a repeat of the 6th and 7th grade book. He tells me that he wants something more interesting."

> "In my opinion this class has stimulated my son's interest and awareness in a variety of subjects. Also he is able to discuss them intelligently."

> "This class has been of great help to my son, and I think that continuation would also be of help to others."

Results in Table F, Addendum C, indicate that most pupils rated the component effective.

Pupil comments, in a ratio of six positive to one negative, included the following:

> "I think this year my knowledge in this class was made better. I learned more things because of the materials used in the class."

> "I enjoy world cultures because it gives me a chance to study and learn more about the cultures of other people in different countries."

> "I liked the way we discussed things in this class."

> "I think this class was all right but we have had too many movies that don't interest me."

4.23 Supplemental Data (Table G, Addendum C).

Table G shows baseline data for the experimental group. Most of the reading comprehension and mathematics scores fell in the low average range. The majority of I.Q. scores were between 82 and 100.

4.30 Outcomes

Mean scores for social studies achievement indicated that ESEA pupils improved significantly at the .01 level.

Subject marks improved significantly for the experimental group.

The Title I group decreased decidedly in both areas of citizenship, while the comparison group improved.

There was very little change in absences for the two groups.

Projector and films (16mm) were rated by both teachers and pupils as most helpful in teaching and learning about social studies.

Administrators, teachers, parents, and pupils rated the component as effective.

5.00 CONCLUSIONS

Title I pupils improved scholastically according to results of social studies achievement tests and higher report card marks.

The comparison pupils showed improvement in citizenship marks, while the experimental group received lower citizenship marks.

The projector and films (16mm) were rated by both teachers and pupils as most helpful.

Administrators, teachers, parents, and pupils were in substantial agreement on the effectiveness of the component.

6.00 RECOMMENDATIONS

Consider reevaluating the textbook to see if it is meeting the needs of the course.

Attempt to achieve more valid analysis of pupil scores by using a comparison group from the same school as the Title I group.

ESEA Nonpublic Secondary Design #145 COMPONENT: Social Studies

OBJECTIVES	DEPENDENT VARIABLES	ASSESSMENT DEVICES	COMMENTS
To improve classroom performance in other skill areas (social studies) beyond usual expectations	Marks in subjects	Pupil Personnel Information (R&D1)	Baseline information for experimental and comparison pupils. Included test scores for Scholastic High School Placement Test and California Test of Mental Maturity
	Pupil scores on standardized test	Metropolitan Achievement Tests: Advanced Social Studies Test (grades 7-9), Form AM	Random sample of experimental and comparison pupils tested on a pre (9-67) - post (5-68) basis
	Ratings of commercially developed instructional materials by pupils and teachers	Teacher Ratings of Commercial Materials (145A)	Random sample of teachers participating in program
		Pupil Ratings of Commercial Materials (145B)	Random sample of pupils participating in program
To identify specific strengths and weaknesses of the project	Ratings of component effectiveness	Midyear Administrative Evaluation (140A)	All administrators
		Midyear Evaluation by Teachers (140B)	Teachers participating in program
		Parent Questionnaire (140C) Pupil Questionnaire (140D)	Random sample of parents and pupils

PROJECT NAME Social Studies (Nonpublic Schools) Code 145

Beginning date 9-11-67 Ending date 6-14-68

Grade Level	PUPIL ENROLLMENT	
	Public	Nonpublic
Preschool		
K		
1		
2		
3		
4		
5		
6		
7		
8		
9		111
10		567
11		
12		2
Ungraded		
TOTAL		680

NUMBER OF ADULT PARTICIPANTS

School Personnel 20

Parents ______

Community Personnel ______

PROJECT COST $ 14,476

TABLE B

SCHOLASTIC ACHIEVEMENT AND ATTENDANCE

ITEM AND GROUP	N	PRE MEAN	POST MEAN	CORRELATION
SUBJECT MARKS				
ESEA Title I	220	2.12	2.25**	.61
Comparison	113	2.22	2.25	.70
CITIZENSHIP				
Work Habits				
ESEA Title I	174	2.90	2.69**	.46
Comparison	112	2.18	2.46**	.67
Cooperation				
ESEA Title I	204	2.93	2.73**	.44
Comparison	113	2.50	2.57	.84
DAYS ABSENT				
ESEA Title I	149	6.06	6.15	.52
Comparison	96	5.79	5.69	.61

*Sig. at .05 **Sig. at .01

Table B is based on Form R&D 1.
Grade point average is based on: A=4, B=3, C=2, D=1, F=0;
E=4, VS=3, S=2, W=1, U=0

E = Excellent
VS = Very Satisfactory
S = Satisfactory
W = Warning or Poor
U = Unsatisfactory

TABLE C

RATINGS OF COMMERCIAL MATERIALS

	FREQUENCY			MEDIAN
	No. of 3rd choices (1)	No. of 2nd choices (2)	No. of 1st choices (3)	
PRODUCT (TEACHERS)				
Filmstrips	0	3	1	2.2
Global-skills kit	1	0	0	1.0
Hammond Atlas	1	2	0	1.8
Maps	1	1	0	1.5
Overhead transparencies	1	0	2	2.8
Projector and films (16mm)	0	2	3	2.7
Scholastic-multi-text	2	0	1	1.3
				Maximum N = 5
PRODUCT (PUPILS)				
Filmstrips	6	32	23	2.2
Global-skills kit	1	0	0	1.0
Hammond Atlas	1	1	1	2.0
Maps	14	8	3	1.4
Overhead transparencies	11	7	2	1.4
Projector and films (16mm)	11	14	38	2.7
Scholastic-multi-text	12	3	4	1.4
				Maximum N = 63

Table C is based on Form 145A and Form 145B

TABLE D

TEACHER RATINGS OF PUPIL IMPROVEMENT

ITEM	FREQUENCY					MEDIAN
	Does not apply 0	Not Effective 1	2	3	Very Effective 4	
Classroom performance in reading	2	0	4	2	0	2.3
Classroom performance in your subject	0	0	2	5	0	2.8
Study skills	0	2	5	1	0	1.9
Attitudes toward school and education	0	0	3	4	1	2.8

Table D is based on Form 140B. N = 8

TABLE E

PARENT RESPONSES

ITEM	YES	NO
Have you noticed any improvement in your child's study habits this year?	69	9
Do you think your child has learned more this year?	76	2
Has your child's attitude changed toward school this year?	55	19
If your last answer was "yes", was this change for the better?	49	6
Do you favor the continuation of this class?	74	2

Table E is based on Form 140C. Maximum N = 78

TABLE F

PUPIL RESPONSES

ITEM	YES	NO
Do you feel that you have improved your study habits this year?	72	21
Do you think you have learned more this year?	88	5
Do you think your attitude toward school has changed this year?	65	28
If your last answer was "yes", was this change for the better?	57	8
Would you like to have more classes like this one?	70	22

Table F is based on 140D. Maximum N = 93

TABLE G

SOCIAL STUDIES BASELINE DATA

Percentile Intervals	Reading Comprehension (1) Frequency	Arithmetic (1) Frequency	TOTAL Index (2) I.Q. Intervals	TOTAL Index (2) Frequency
96 -			120 - 125	1
89 - 95	1	1	116 - 119	2
77 - 88	1	3	101 - 115	41
60 - 76	13	8	91 - 100	81
40 - 59	23	35	82 - 90	76
23 - 39	49	59	76 - 81	16
11 - 22	63	46	70 - 75	9
4 - 10	34	30	66 - 69	1
- 3	8	10	- 65	4
No Data	46	46	No Data	7
Total	238	238	Total	238

Table G is based on Form R&D 1.

(1) Scholastic High School Placement Test, Reading and Arithmetic.
(2) California Test of Mental Maturity.

SCIENCE - NONPUBLIC SCHOOLS

Division of Secondary Education

1.00 DESCRIPTION

This component, now in its second year, provided laboratory experience for underachieving pupils whose lack of reading ability hindered their study of modern biology. Pupils were guided to make concrete application of their new knowledge.

Seventh- and eighth-grade pupils received a general introduction to science. Areas covered were the nature of, and the properties and changes in matter; and the various kinds and uses of energy including sound, light, mechanical and nuclear energy. The course centered on individual and group laboratory experiments.

Ninth- through twelfth-grade science stressed basic biological concepts and methodologies using Biological Science Curriculum Study materials. The goal was to motivate the pupils through laboratory experimentation to read for further information.

2.00 OBJECTIVES

- To improve classroom performance in other skill areas (science) beyond usual expectations

- To provide inservice education

- To identify specific strengths and weaknesses of the project

3.00 IMPLEMENTATION

3.10 Duration of Component and Number of Schools

This component was conducted from September 11, 1967 through June 14, 1968 at 20 elementary and eight high schools of the Los Angeles Archdiocese.

3.20 Pupils

The component served 2595 underachieving pupils in grades seven through twelve.

3.40 Activities

3.41 Staff Activities

Science classes were taught by archdiocesan personnel. Science teachers from participating schools attended 12 Saturday conferences which gave them the opportunity to plan, prepare, and evaluate laboratory experiments as practical aids to meet specific needs of pupils. These Saturday sessions were organized by the archdiocesan science coordinators and were held every third week during the school year.

3.42 Pupil Activities

Laboratory experiments related theoretical concepts to the practical aspects of science. Pupils learned how to use specialized laboratory equipment.

3.50 Specialized Materials, Supplies, and Equipment

Biological Science Curriculum Study materials, microscopes, incubators, gradient boxes, climatariums, laboratory tables, demonstration tables (7th and 8th grade), overhead projectors, and 16 mm projectors were available for pupil use in each participating school.

4.00 EVALUATION

4.10 Design

Component objectives were evaluated according to the following variables: pupil scores on standardized tests; pupil marks in subjects and citizenship (personal ratings); pupil attendance records; pupil and teacher ratings of materials; teacher ratings of inservice; and pupil, parent, and staff ratings of component effectiveness.

The following instruments were employed to collect information on the variables:

-Processes of Science Test (Grades 9-12, Form A)

-Teacher-developed Science Test (Grades 7-8)

-Form R&D1, Pupil Personnel Information (included test scores for Scholastic High School Placement Test and California Short-Form Test of Mental Maturity (Grades 9-13, Form A) as taken from school records for baseline information)

-Form 146B, Teacher Ratings of Commercial Materials

-Form 146C, Pupil Ratings of Commercial Materials

-Form 140A, Midyear Administrative Evaluation

-Form 140B, Midyear Evaluation by Teachers

-Form 140C, Parent Questionnaire

-Form 140D, Pupil Questionnaire

-Form 146A, Inservice Evaluation

4.20 Attainment of Objectives

4.21 Objective: To improve classroom performance in other skill areas (science) beyond usual expectations.

Table A shows the comparison of a random sample of pupils in the component with a similar group of pupils in a school not in the component. Comparison groups were chosen from target area schools and from the same grade levels as were the component groups. In October 1967 the seventh and eighth grades were given a locally developed test; grades 9-12 were given the Processes of Science Test. In May 1968 both groups were posttested with the same tests. Analysis of covariance was used to help equate the groups statistically, since the two groups attended different schools.

Mean scores from both tests are compared in Table A. All ESEA Title I groups, in comparison with the control groups, showed marked improvement significant at the .01 level. Marks in scholastic achievement, attendance, and citizenship for the previous semester were compared with marks at the end of the school year, as shown in Tables B and C, Addendum C.

TABLE A

ANALYSIS OF COVARIANCE

TEST AND GROUP	N	I.Q. (1)	PRE MEAN	POST MEAN	ADJUSTED MEAN
TEACHER-PREPARED TEST (Grade 7)					
ESEA Title I	226		7.20	11.50	11.68
Comparison	254		7.75	8.60	8.43
			F(1,477) = 115.820**		
TEACHER-PREPARED TEST (Grade 8)					
ESEA Title I	269		8.50	12.34	12.30
Comparison	225		8.35	9.12	9.17
			F(1,491) = 128.08**		
PROCESSES OF SCIENCE TEST (Human Biology, Grades 9-12)					
ESEA Title I	134	93.16	18.24	20.07	19.46
Comparison	144	94.23	16.20	16.08	16.64
			F(1,274) = 31.563**		
PROCESSES OF SCIENCE TEST (Life Science, Grades 9-12)					
ESEA Title I	165	91.45	14.38	17.10	17.67
Comparison	144	94.23	16.20	16.08	15.44
			F(1,305) = 19.948**		

Table A is based on data from class rosters. **Sig. at .01
(1) California Test of Mental Maturity.

Title I seventh graders made significantly marked improvements in all areas during the year, while their comparison group had a significant decrease in subject and cooperation marks.

Title I eighth graders also significantly improved their grade-point average, and decreased their absences. In 1966-67, Title I seventh- and eighth-grade science pupils ended the year with marks in subjects and citizenship lower than those of the 1967-68 Title I seventh and eighth graders.

Senior high pupils in human biology were able to raise their final subject marks substantially, in contrast to their peers in the comparison group. The latter, however, earned significantly higher marks in work habits.

Title I senior high pupils of life science dropped in work habits and cooperation, with indications that these drops were not due to chance. The comparison group, on the other hand, improved significantly in work habits.

Materials for the component were rated by teachers and pupils. The results are shown in Tables D and E, Addendum C.

Teachers rated lab materials (chemicals, blood samples, etc.) as the most beneficial in helping students learn. Pupils agreed.

Following are typical comments made by teachers:

> "With the proper chemicals, blood samples etc., inquiry situations can be established and students can learn by doing."

> "Used for demonstration. Each student was able to see and work with the skeleton and other parts of the body."

Representative comments made by pupils follow:

> "My reason for choosing this one is because lab materials were very helpful to me and I liked working with lab instruments and experiments."

> "This was my first choice because I learned much from a film about the heart....To my opinion it was really good."

In life science, teachers felt that microscopes were the most beneficial to student learning. Pupils, however, gave equal rank to microscopes, torso model, and small skeletons.

Some comments made by the teachers were:

> "Our school had only seven microscopes before, and no binocular microscopes."

> "So much of the course is developed around experiments using microscopes. Gives the students the feeling that they are really working scientifically."

Following are comments that were made by pupils:

> "I chose the microscope because it helped me to see the cells and how they divide and separate."

> "It helped me understand better different kinds of insects and other living things by enlarging them through the microscopes."

> "I liked working with the torso and small skeletons."

4.22 Objective: To provide inservice education.

Inservice participants rated the effectiveness of the component. The results are shown in Tables F and G, Addendum C.

In Table F, seventh- and eighth-grade teachers indicated inservice had been helpful to them, especially in the use of audio-visual materials.

Table G shows that ninth- through twelfth-grade teachers also felt inservice was worthwhile, especially in the use of audio-visual materials. Other high ratings went to "development of curriculum materials," and "development of laboratory-oriented science discovery."

Generally the comments were positive. Representative statements from seventh- and eighth-grade teachers were:

> "I am convinced that the equipment for individual experiments and individual reading was most successful."

> "I do not think I could have taught in this program without the aid of the inservice sessions."

> "It would be helpful to work with just the 20 teachers (meaning small group) in our area. The book is too difficult for the children."

> "If more transparencies are provided, the use of the overhead projector will be most helpful."

> "The presentation of the material, the exposition of the subject, and the science coordinator have been excellent."

Representative comments from ninth- through twelfth-grade teachers were:

> "I like the idea of having the students do experiments that they are able to do and understand."

> "I enjoyed the workshops and enjoyed working with the various teachers. I gained some very useful information."

> "The inservice biology workshops using the patterns and processes sold me on the new inquiry method."

4.23 Objective: To identify specific strengths and weaknesses of the project.

Administrators commented favorably on this program. Typical remarks from both levels follow:

> -The techniques of the course help to further the interest of pupils. Their attention and work in class show this.

-Science is broadening the children's interests, a feature much needed where bilingual children are hampered by home environments.

Teacher ratings in Table H (Addendum C) were conservative but positive.

The following are typical comments of seventh- and eighth-grade teachers:

> "The children and I appreciate the aid that we have received from the federal government. Many of the experiences that these children have participated in could not have been possible without this aid."

> "The pupils have shown a great deal more interest in science than before."

Comments made by ninth- through twelfth-grade teachers included:

> "It is an excellent program. However, some of the topics are too lengthy and should be revised."

> "This course is excellently adapted toward meeting the needs of the reluctant learner. It is very convincing to hear and see these students carrying on serious inquiry and discussion."

Table I (Addendum C) tabulates parent reactions to the component. Of the 329 forms sent to parents, 198 were returned. Parents felt that the component was effective.

The 30 comments from parents of seventh- and eighth-grade pupils were all positive. Representative statements are:

> "I feel the continuation of this class is of utmost importance, as it will better prepare the students for high school."

> "My daughter has always enjoyed working in science. This class seemed to make her do research on her own."

> "I am very pleased with my son. Not only has his attitude changed toward school but also in the home."

> "She seems to have more interest in her studies. Takes more time for her home work and does more reading than before."

Responses from 19 parents of high school pupils were in a ratio of six positive to one negative. Representative statements include:

> "This class seems to give him a better background on human anatomy."

> "I do feel that he has a distinct interest in this class and especially enjoys the class experiments."

> "There should be more reading material with more interesting information in it."

> "This class seems to challenge my son."

Results in Table J (Addendum C) indicate that most pupils felt the class had been good for them.

Comments by 58 pupils in grades seven and eight were in the ratio of three positive to one negative. Representative statements by pupils were:

> "The books and equipment given in this class have helped me to understand science and the things it does to help us in our daily life."
>
> "Being able to make the experiments given in the book has helped me to use my knowledge and learn something at the same time."
>
> "I think the things we are getting are swell. I like the experiments we do."
>
> "I don't get enough explanation in science."
>
> "I would like to commend you on your program. I think that this program is very helpful to the students because they not only read the book but they prove what the book says by experimenting themselves. Students get more interested in science because they like to experience things themselves."

Comments by 75 high school pupils in grades 9-12 fell into a ratio of one positive to one negative. Some examples are:

> "I like this course in physiology and biology but wish it were a little more detailed. I would have liked to study more about the human body. This course made school a little more interesting because I was interested in what I was doing."
>
> "Classes and courses of this type should have more lab experiments in which students may participate."
>
> "I feel we need more materials and tools to work with."
>
> "The experiments we did in class were interesting. We learned a lot about science. The arrangement of partners I disliked. I liked the class because we were free to work at our own pace. We had enough help with our work."

4.24 Supplemental Date (See Addendum C, Table K)

Table K shows baseline data for experimental pupils in scholastic achievement and ability as measured by standardized tests.

4.30 Outcomes

Statistically significant gains in science achievement were made by all ESEA Title I pupils in grades 7-12.

Subject and cooperation marks increased significantly for Title I pupils in the seventh and eighth grades. Absences also decreased markedly.

In grades 9-12 the experimental group in human biology received significantly higher subject marks.

In life science, citizenship marks dropped significantly for the experimental group, while there was a marked increase for the comparison group.

In rating commercial materials, both teachers and pupils felt the lab materials and microscopes contributed most to the learning situation.

Both junior and senior high school teachers confirmed the effectiveness of inservice.

Administrators commented favorably on the component. Teachers agreed that the program was effective.

Parents and pupils indicated that the component was helpful.

5.00 CONCLUSIONS

Three of the four experimental groups earned significantly higher subject marks. In the 1967 report it was recommended that techniques and methods should be designed to help improve achievement for these pupils, and results indicate work was done in this area.

Seventh-grade Title I pupils made significant progress in citizenship. Absences decreased significantly for Title I junior high pupils.

Comparison groups surpassed their Title I peers in the following: Grade 8, cooperation; grades 9-12, work habits.

Teachers and pupils felt that lab materials and microscopes were the most helpful for both teaching and learning science.

Parents and pupils noted improvement in classroom performance in science.

Administrators, teachers, parents, and pupils generally judged the component to be effective.

6.00 RECOMMENDATIONS

Plan inservice education meetings for smaller numbers per session to facilitate the learning experience.

Provide more transparencies to be used with overhead projector.

Consider selecting a science book for the seventh and eighth grades that would be easier for pupils to read.

A more valid analysis of pupil scores could be accomplished if the comparison and Title I groups could be chosen from the same student body.

ESEA Nonpublic Secondary Design #146

COMPONENT: Science

OBJECTIVES	DEPENDENT VARIABLES	ASSESSMENT DEVICES	COMMENTS
To improve classroom performance in other skill areas (science) beyond usual expectations	Marks in subjects, personal ratings, attendance records	Pupil Personnel Information (R&D1)	Baseline information for experimental and comparison pupils. Included test scores for Scholastic High School Placement Test and California Test of Mental Maturity
	Pupil scores on standardized subject matter tests	Processes of Science Test (grades 9-12)	Pre (9-67) - post (5-68) for experimental and comparison pupils
		Teacher-developed Science Test (grades 7-8)	Pre (11-67) - post (5-68) for experimental and comparison pupils
	Ratings of commercial materials by pupils and teachers	Teacher Ratings of Commercial Materials (146B) Pupil Ratings of Commercial Materials (146C)	Random sample of teachers participating in program Random sample of pupils participating in program
To provide inservice education	Ratings of inservice effectiveness	Inservice Evaluation (146A)	All inservice participants
To identify specific strengths and weaknesses of the project	Ratings of component effectiveness	Midyear Administrative Evaluation (140A) Midyear Evaluation by Teachers (140B) Parent Questionnaire (140C) Pupil Questionnaire (140D)	All administrators Teachers participating in program Random sample of parents and pupils

PROJECT NAME Science (Nonpublic Schools) Code 146

Beginning date 9-11-67 Ending date 6-14-68

Grade Level	PUPIL ENROLLMENT	
	Public	Nonpublic
Preschool		
K		
1		
2		
3		
4		
5		
6		
7		814
8		803
9		
10		365
11		420
12		193
Ungraded		
TOTAL		2,595

NUMBER OF ADULT PARTICIPANTS

School Personnel	27
Parents	
Community Personnel	

PROJECT COST $ 14,476

TABLE B

SCHOLASTIC ACHIEVEMENT, ATTENDANCE, AND CITIZENSHIP

ITEM AND GROUP	N	PRE MEAN	POST MEAN	CORRELATION
GRADE 7				
SUBJECT MARKS				
ESEA Title I	218	2.28	2.43**	.47
Comparison	274	2.09	2.03**	.88
CITIZENSHIP				
Work Habits				
ESEA Title I	211	2.36	2.76**	.31
Comparison	263	1.98	1.90	.85
Cooperation				
ESEA Title I	204	2.78	3.15**	.24
Comparison	266	2.16	1.90**	.87
DAYS ABSENT				
ESEA Title I	175	10.16	8.21*	.31
Comparison	229	7.33	6.73	.48
GRADE 8				
SUBJECT MARKS				
ESEA Title I	232	2.24	2.50**	.74
Comparison	260	2.32	2.29	.85
CITIZENSHIP				
Work Habits				
ESEA Title I	227	2.50	2.62	.51
Comparison	245	2.06	2.12	.84
Cooperation				
ESEA Title I	225	2.87	2.95	.56
Comparison	251	2.03	2.26**	.83
DAYS ABSENT				
ESEA Title I	181	8.28	6.58*	.16
Comparison	177	6.76	5.79	.47

Table B is based on Form R&D1. *Sig at .05 **Sig at .01

Grade-point average is based on: A=4, B=3, C=2, D=1, F=0
E=4, VS=3, S=2, W=1, U=0

E = Excellent
VS= Very Satisfactory
S = Satisfactory
W = Warning or Poor
U = Unsatisfactory

TABLE C

SCHOLASTIC ACHIEVEMENT, ATTENDANCE, AND CITIZENSHIP

ITEM AND GROUP	N	PRE MEAN	POST MEAN	CORRELATION
HUMAN BIOLOGY: Grades 9-12				
SUBJECT MARKS				
ESEA Title I	174	2.11	2.28**	.54
Comparison	113	2.22	2.25	.70
CITIZENSHIP				
Work Habits				
ESEA Title I	145	2.94	2.94	.34
Comparison	112	2.18	2.46**	.67
Cooperation				
ESEA Title I	149	2.91	2.94	.34
Comparison	113	2.50	2.57	.84
DAYS ABSENT				
ESEA Title I	102	4.99	4.39	.41
Comparison	96	5.79	5.69	.61
LIFE SCIENCE: Grades 9-12				
SUBJECT MARKS				
ESEA Title I	139	2.17	2.21	.52
Comparison	113	2.22	2.25	.70
CITIZENSHIP				
Work Habits				
ESEA Title I	100	3.13	2.49**	.06
Comparison	112	2.18	2.46**	.67
Cooperation				
ESEA Title I	115	3.11	2.59**	-.02
Comparison	113	2.50	2.57	.84
DAYS ABSENT				
ESEA Title I	89	6.79	7.49	.54
Comparison	96	5.79	5.69	.61

Table C is based on Form R&D1. *Sig at .05 **Sig at .01

Grade-point average is based on: A=4, B=3, C=2, D=1, F=0 E=4, VS=3, S=2, W=1, U=0

E = Excellent
VS= Very Satisfactory
S = Satisfactory
W = Warning or Poor
U = Unsatisfactory

TABLE D

RATINGS OF COMMERCIAL MATERIALS FOR HUMAN BIOLOGY

	FREQUENCY			MEDIAN
	No. of 3rd choices (1)	No. of 2nd choices (2)	No. of 1st choices (3)	
ITEMS FOR TEACHER USE				
Lab materials (chemicals, blood samples, etc.)	0	1	3	2.8
Loop projector and film loops (8mm)	0	0	0	
Microscopes - monocular and binocular	2	0	0	1.0
Overhead projector	1	0	0	1.0
Projector, screen and film (16 mm)	1	0	0	1.0
Student workbook manuals	0	0	0	
Torso and small skeletons	0	3	1	2.2
			Maximum N = 4	
ITEMS FOR PUPIL USE				
Lab materials (chemicals, blood samples, etc.)	3	6	21	2.7
Loop projector and film loops (8mm)	2	7	0	1.9
Microscopes - monocular and binocular	11	9	9	1.9
Overhead projector	8	2	0	1.1
Projector, screen and film (16mm)	3	7	6	2.2
Student workbook manuals	7	5	1	1.4
Torso and small skeletons	7	5	4	1.7
			Maximum N = 30	

Table D is based on Form 146B and Form 146C.

TABLE E

RATINGS OF COMMERCIAL MATERIALS FOR LIFE SCIENCE

	FREQUENCY			MEDIAN
	No. of 3rd choices (1)	No. of 2nd choices (2)	No. of 1st choices (3)	
ITEMS FOR TEACHER USE				
Lab materials (chemicals, blood samples, etc.)	0	3	0	2.0
Loop projector and film loops (8mm)	1	0	0	1.0
Microscopes - monocular and binocular	0	1	4	2.9
Overhead projector	0	1	1	2.5
Projector, screen and film (16mm)	3	0	0	1.0
Student workbook manuals	0	1	1	1.5
Torso and small skeletons	0	0	0	
			Maximum N = 5	
ITEMS FOR PUPIL USE				
Lab materials (chemicals, blood samples, etc.)	16	17	18	2.1
Loop projector and film loops (8mm)	3	4	0	1.6
Microscopes - monocular and binocular	10	26	25	2.3
Overhead projector	9	7	3	1.6
Projector screen and film (16mm)	15	9	15	2.0
Student workbook manuals	20	9	8	1.4
Torso and small skeletons	2	2	3	2.3
			Maximum N = 61	

Table E is based on Form 146B and Form 146C.

TABLE F

TEACHER RATINGS OF SCIENCE INSERVICE, GRADES 7-8

ITEM	FREQUENCY					MEDIAN
	Does not apply 0	Not effective 1	2	3	Very effective 4	
How much has the inservice improved your knowledge of teaching technique and subject content regarding:						
Teaching inquiry approach to learning?	0	0	2	7	5	3.2
Development of laboratory-oriented science discovery?	0	0	1	11	3	3.1
Use of overhead projector?	0	0	2	9	4	3.1
Use of audio-visual materials	1	0	0	9	5	3.3
Development of self-confidence by way of group discussion?	1	1	2	9	2	3.1
Oral participation of pupils?	1	1	0	12	1	3.0
Pupils' use of reference materials in and outside of class?	1	1	0	9	4	3.2
Construction and uses of transparencies and other audio-visual materials?	0	0	3	8	4	3.1
The development of curriculum materials to meet individual needs of the students?	1	1	3	9	1	2.8
How much has the inservice improved your knowledge of psychological factors in working with educationally disadvantaged pupils?	2	3	1	9	0	2.9
How much did the inservice increase your knowledge of teaching techniques to be used with educationally disadvantaged pupils?	0	2	0	12	1	3.0

Table F is based on Form 146A.

Maximum N = 15

TABLE G

TEACHER RATINGS OF SCIENCE INSERVICE, GRADES 9-12

ITEM	FREQUENCY					MEDIAN
	Does not apply 0	Not effective 1	2	3	Very effective 4	
How much has the inservice improved your knowledge of teaching technique and subject content regarding:						
Teaching inquiry approach to learning?	1	2	2	4	2	2.8
Development of laboratory-oriented science discovery?	1	1	2	3	4	3.2
Use of overhead projector?	2	2	1	3	3	3.0
Use of audio-visual materials?	1	1	1	3	5	3.5
Development of self-confidence by way of group discussion?	1	1	1	6	2	3.0
Oral participation of pupils?	1	1	3	4	2	2.8
Pupils' use of reference materials in and outside of class?	1	1	3	4	2	2.8
Construction and uses of transparencies and other audio-visual materials?	2	2	2	3	2	2.7
The development of curriculum materials to meet individual needs of the students?	1	0	3	3	4	3.2
How much has the inservice improved your knowledge of psychological factors in working with educationally disadvantaged pupils?	1	1	1	6	2	3.0
How much did the inservice increase your knowledge of teaching techniques to be used with educationally disadvantaged pupils?	1	1	2	4	3	3.0

Table G is based on Form 146A. Maximum N = 11

TABLE H

TEACHER RATINGS OF PUPIL IMPROVEMENT

GRADE AND ITEM	FREQUENCY					MEDIAN
	Does not apply	Not effective			Very effective	
	0	1	2	3	4	
GRADES 7-8						
Classroom performance in reading	4	0	3	7	0	2.8
Classroom performance in your subject	0	0	6	8	2	2.8
Study skills	0	0	7	9	0	2.6
Attitudes toward school and education	0	1	4	9	2	2.7
GRADES 9-12						
Classroom performance in reading	6	1	5	1	1	2.1
Classroom performance in your subject	0	1	3	7	3	2.8
Study skills	0	2	4	7	1	2.6
Attitudes toward school and education	0	2	2	8	2	2.9

Table H is based on Form 140B.

Maximum N = 16

TABLE I

PARENT RESPONSES

ITEM	GRADES 7-8		GRADES 9-12	
	YES	NO	YES	NO
Have you noticed any improvement in your child's study habits this year?	98	5	74	21
Do you think your child has learned more this year?	93	9	85	9
Has your child's attitude changed toward school this year?	87	15	70	25
If your last answer was "yes", was this change for the better?	85	2	63	7
Do you favor the continuation of this class?	99	3	81	11

Table I is based on Form 140C. Maximum N = 103 Maximum N = 95

TABLE J

PUPIL RESPONSES

ITEM	GRADES 7-8		GRADES 9-12	
	YES	NO	YES	NO
Do you feel that you have improved your study habits this year?	106	21	102	50
Do you think you have learned more this year?	110	17	118	35
Do you think your attitude toward school has changed this year?	91	36	94	60
If your last answer was "yes", was this change for the better?	73	18	81	13
Would you like to have more classes like this one?	101	26	86	67

Table J is based on 140D. Maximum N = 127 Maximum N = 154

TABLE K SCIENCE BASELINE DATA

Percentile Intervals	Reading Vocabulary (1) FREQUENCY		Reading Comprehension (1 & 2) FREQUENCY				Arithmetic (1 & 2) FREQUENCY				I.Q. Intervals	Total Index (3 & 4) FREQUENCY			
	7th	8th	7th	8th	Life (9-12)	Human Biology (9-12)	7th	8th	Life (9-12)	Human Biology (9-12)		7th	8th	Life (9-12)	Human Biology (9-12)
											136 -	1			
											132 - 135	1			
											126 - 131	1	2		
96 -		14	1	2						1	120 - 125	6	4		2
89 - 95	10	13	4	15			4	3		0	116 - 119	3	13	5	1
77 - 88	36	26	25	32	3	1	12	8	1	0	101 - 115	75	73	33	37
60 - 76	59	58	51	39	5	4	28	23	7	14	91 - 100	103	99	39	49
40 - 59	69	60	74	77	15	21	67	65	22	27	82 - 90	52	80	44	45
23 - 39	70	77	87	51	10	19	60	51	21	24	76 - 81	13	17	15	17
11 - 22	40	31	34	25	33	34	53	42	39	42	70 - 75	10	13	12	4
4 - 10	21	25	22	22	40	36	34	28	28	22	66 - 69	1	2	2	1
- 3	4	5	11	9	22	17	15	14	10	3	- 65	5	2	1	0
No Data	22	17	22	54	30	29	58	92	30	28	No Data	60	21	7	5
Total	331	326	331	326	158	161	331	326	158	161	Total	331	326	158	161

Table K is based on Form R&D 1

(1) Grades 7-8: Iowa Test of Basic Skills, Reading Vocabulary and Comprehension, and Arithmetic
(2) Grades 9-12: Scholastic High School Placement Test, Reading and Arithmetic
(3) Grades 7-8: Lorge-Thorndike Intelligence Test (4) Grades 9-12: California Test of Mental Maturity

MATHEMATICS - NONPUBLIC SCHOOLS

Division of Secondary Education

1.00 DESCRIPTION

For the second year, special audio-visual aids and other instructional materials were utilized to teach pupils fundamental mathematics concepts. Emphasis was placed on intuitive geometry rather than abstract concepts. Six Los Angeles City School District teachers were assigned to classes in the participating schools.

2.00 OBJECTIVES

-To improve classroom performance in other skill areas (mathematics) beyond usual expectations

-To identify specific strengths and weaknesses of the project

3.00 IMPLEMENTATION

3.10 Duration of Component and Number of Schools

This component was conducted in schools of the Los Angeles Archdiocese: in seven high schools from September 11, 1967 through June 14, 1968, and in four high schools during the summer of 1968.

3.20 Pupils

During the regular year the component served 740 low achievers in mathematics (grades 9-12), and 161 ninth- and tenth-graders during summer 1968.

3.40 Activities

3.41 Staff Activities

Four two-hour inservice education sessions sponsored by the archdiocese were held to instruct both public and nonpublic school personnel in the use of equipment and materials.

3.50 Specialized Materials, Supplies, and Equipment

An overhead projector, a 16mm projector, a beaded screen, one set of overhead visuals for modern geometry, two Computational Skills Development kits, and 120 Student Record books for use with the kits were provided for each participating school.

4.00 EVALUATION

4.10 Design

Component objectives were evaluated according to the following variables: pupil scores on standardized mathematics tests; pupil marks in subjects; pupil and teacher ratings of materials; and pupil, parent, and staff ratings of component effectiveness.

The following instruments were employed to collect information on the variables:

- -California Mathematics Test-Advanced (Grades 9-14, Form W)
- -Form R&D1, Pupil Personnel Information (included test scores for Scholastic High School Placement Test and California Short Form Test of Mental Maturity (Grades 9-13, Form A) for baseline information)
- -Form 140A, Midyear Administrative Evaluation
- -Form 140B, Midyear Evaluation by Teachers
- -Form 140C, Parent Questionnaire
- -Form 140D, Pupil Questionnaire
- -Form 147A, Teacher Ratings of Commercial Materials
- -Form 147B, Pupil Ratings of Commercial Materials

4.20 Attainment of Objectives

4.21 Objective: To improve classroom performance in other skill areas (mathematics) beyond usual expectations.

Table A, Addendum C, shows the comparison of a random sample of pupils in the component with a similar group of pupils not in the component. In October 1967 both groups were given the Advanced California Mathematics Test, and were post-tested with the same test in May 1968. Analysis of covariance was used to help equate the groups statistically, since the two groups attended different schools.

Mean scores from both tests are compared in Table A. Comparison pupils improved more than Title I pupils in both mathematics reasoning and fundamentals, with gains in fundamentals being highly significant (.01 level).

Subject and citizenship marks and attendance for June 1967 were compared with similar data for June 1968.

Table B, Addendum C, shows pre and post means in grade-point averages, citizenship, and days absent. Title I pupils achieved significantly higher subject marks. (In 1967 there was an insignificant increase in subject marks.) In work habits the comparison group received a significantly higher post mean score.

Materials for the component were rated by teachers and pupils. The results are shown in Table C, Addendum C.

Teachers felt that the instruments (compasses, rulers, and protractors) were the "most beneficial" in helping their students learn mathematics. Pupils chose both instruments and the textbook as the products that helped most. Some typical comments made by teachers include the following:

- -Compasses, rulers, and protractors were used daily, and uniformity of these instruments greatly facilitated instruction.

-Students seem to do better when they manipulate materials rather than merely watch the teacher. Would like to have some inexpensive drawing boards, T-squares, and triangles too.

-The individual student handles these by himself. Numbers and other abstractions come alive through the use of instruments.

Comments representative of pupil responses are:

"The instruments helped me figure and measure geometric figures."

"Using rulers and compasses helped me see the relationships between different things."

"The textbook was helpful because it explained everything more clearly and made geometry easier for me to understand."

"With the rulers we learned about the meters and centimeters. The protractors were able to explain how to measure angles the correct way."

"The textbook was like a guideline or key for studying. It explained problems and how to work things out step by step."

4.22 Objective: To identify specific strengths and weaknesses of the project.

Administrators indicated that the component was effective. Typical comments from administrators follow:

-Sustains high level of student interest and provides for mathematical exploration and deduction for pupils who learn slowly. Large class limits maximum effectiveness.

-Since the beginning of the year the course has improved both the attitude of pupils toward the subject and pupil performance in the subject area.

-More specific goals should be determined for this course. Teachers are not utilizing the equipment to the fullest.

-Program is not too effective as yet--due possibly to the varied abilities of students, all of whom must study the same materials.

-Because of small class size and the concrete learning approach used, this is a very strong program. Pupils have ample opportunity for individual instruction.

-With all the materials available now, this course in intuitive geometry has increased in effectiveness. Pupils seem to be absorbing many ideas formerly judged beyond their depth.

-The California Achievement Test does not seem to be the best evaluative tool for this geometry course.

Teacher ratings of the effectiveness of the component are given in Table D, Addendum C. All eight rating forms sent to teachers were returned.

Teacher ratings indicate that the highest rating (3.5) was given to improvement in classroom performance.

Comments by teachers responding to open-end questions included:

> "I am feeling happy working for ESEA. I think we can reach excellent results."

> "It is my belief that the students in this class are benefiting from the ESEA program in many ways. They like the class and display an eagerness to learn."

Parent reactions are summarized in Table E, Addendum C. Of the 82 rating forms sent, 62 were returned by parents who said, generally, that they had observed positive improvement.

An analysis of the 12 parent comments which were made shows a two-positive to one-negative ratio. Some of the comments were:

> "The continuation of this class I would like, if it is one of the required subjects that will prepare my child for college."

> "I don't like this class because she will not be using this course on whatever vocation she chooses."

> "In the past she would use the term 'If I go to college': now she uses 'When I go to college'. She also loves math now and does this work at home before any other."

Pupils also reacted to their participation in the component. Of the 73 rating forms sent to pupils, 60 were returned. Not all of the items were rated by each pupil.

Table F, Addendum C, shows that most pupils felt the component was very helpful. Fifty-six students said they had learned more this year.

An analysis of written comments of 17 pupils shows a ratio of two positive responses to one negative. Typical pupil remarks included the following:

> "I enjoyed this class very much. I would like to learn more."

> "Good work. No other comments."

> "This class is boring and dull. The program is good, but it is the manner in which it is presented to us that I don't like."

4.23 Supplemental Data (See Addendum C, Table G)

Table G shows baseline data for experimental pupils in scholastic achievement and ability as measured by standardized tests.

4.30 Outcomes

Comparison pupils showed much greater improvement than did the Title I pupils in mathematics fundamentals. (In 1966-67, Title I pupils had improved more than comparison pupils in mathematics reasoning.)

There was a significant increase in subject grade-point averages for the Title I group. Comparison pupils improved their work habit marks.

Both teachers and pupils agreed that mathematical instruments were the "most helpful" items in learning and teaching mathematics.

Administrators, teachers, parents, and pupils judged the component to be effective.

5.00 CONCLUSIONS

Comparison pupils showed marked improvement in mathematics fundamentals and work habits. ESEA students made a significant gain in subject marks.

Administrators, teachers, parents, and pupils agreed on the overall effectiveness of the component.

6.00 RECOMMENDATIONS

Design special techniques and methods to improve pupil achievement in mathematics.

Purchase drawing boards, T-squares, and triangles.

Provide special instruction in the reading of mathematical problems for pupils who have reading difficulties.

Provide opportunities for parents to observe component activities.

Have comparison and Title I groups from the same student body to increase validity of score analysis.

Evaluate appropriateness of the California Mathematics Test for measuring achievement in geometry.

ESEA Nonpublic Secondary Design #147

COMPONENT: Mathematics

OBJECTIVES	DEPENDENT VARIABLES	ASSESSMENT DEVICES	COMMENTS
To improve classroom performance in other skill areas (mathematics) beyond usual expectations	Marks in subjects	Pupil Personnel Information (R&D1)	Baseline information for experimental and comparison pupils. Included test scores for Scholastic High School Placement Test and California Test of Mental Maturity
	Pupil scores on standardized test	California Achievement Test: Advanced California Mathematics (grades 9-14), Form W	Random sample of experimental and comparison pupils tested on a pre (9-67) - post (5-68) basis
	Ratings of commercial materials by pupils and teachers	Teacher Ratings of Commercial Materials (147A) Pupil Ratings of Commercial Materials (147B)	Random sample of teachers participating in program Random sample of pupils participating in program
To identify specific strengths and weaknesses of the project	Ratings of component effectiveness	Midyear Administrative Evaluation (140A) Midyear Evaluation by Teachers (140B) Parent Questionnaire (140C) Pupil Questionnaire (140D)	All administrators Teachers participating in program Random sample of parents and pupils

PROJECT NAME Mathematics (Nonpublic Schools) Code 147

Beginning date 9-11-67 Ending date 8-9-68

Grade Level	PUPIL ENROLLMENT	
	Public	Nonpublic
Preschool		
K		
1		
2		
3		
4		
5		
6		
7		
8		
9		155
10		677
11		49
12		20
Ungraded		
TOTAL		901

NUMBER OF ADULT PARTICIPANTS

School Personnel	13
Parents	
Community Personnel	

PROJECT COST $ 79,659

TABLE A

ANALYSIS OF COVARIANCE

TEST AND GROUP	N	I.Q. (1)	PRE MEAN	POST MEAN	ADJUSTED MEAN
California Mathematics Test, Advanced - Reasoning					
ESEA Title I	158	90.64	24.45	26.04	28.51
Comparison	118	93.32	31.86	32.70	29.43
				F(1,271) = 1.313	
California Mathematics Test, Advanced - Fundamentals					
ESEA Title I	158	90.64	38.76	40.51	42.39
Comparison	118	93.32	43.86	47.47	44.97
				F(1,271) = 6.875**	

Table A is based on pupil rosters.
(1) California Test of Mental Maturity.

** Sig. at .01

TABLE B

SCHOLASTIC ACHIEVEMENT AND ATTENDANCE

ITEM AND GROUP	N	PRE MEAN	POST MEAN	CORRELATION
SUBJECT MARKS				
ESEA Title I	163	2.07	2.26**	.62
Comparison	113	2.22	2.25	.70
CITIZENSHIP				
Work Habits				
ESEA Title I	131	2.54	2.48	.24
Comparison	112	2.18	2.46**	.67
Cooperation				
ESEA Title I	152	2.64	2.56	.37
Comparison	113	2.50	2.57	.84
DAYS ABSENT				
ESEA Title I	107	6.05	6.83	.57
Comparison	96	5.79	5.69	.61

Table B is based on Form R&D 1. *Sig at .05 **Sig at .01
Grade-point average is based on: A=4, B=3, C=2, D=1, F=0;
E=4, VS=3, S=2, W=1, U=0.

E = Excellent
VS= Very Satisfactory
S = Satisfactory
W = Warning or poor
U = Unsatisfactory

TABLE C

RATINGS OF COMMERCIAL MATERIALS

	FREQUENCY			MEDIAN
	No. of 3rd choices (1)	No. of 2nd choices (2)	No. of 1st choices (3)	
MATERIALS FOR TEACHERS				
Extended Quadrilaterals	0	0	0	
Extended Triangles	0	0	0	
Instruments (compasses, rulers, and protractors)	0	1	5	2.9
Originals for transparencies	0	1	0	2.0
Overhead projector	2	3	1	1.8
Scientific models - Geometric solids	2	0	0	1.0
Textbook	2	2	1	1.7
			Maximum N = 6	
MATERIALS FOR PUPILS				
Extended Quadrilaterals	0	0	1	3.0
Extended Triangles	3	1	0	1.2
Instruments (compasses, rulers, and protractors	10	18	25	2.4
Originals for transparencies	4	2	1	1.4
Overhead projector	16	25	14	2.0
Scientific models - Geometric solids	15	8	4	1.4
Textbook	15	13	22	2.3
			Maximum N = 55	

Table C is based on Form 147A and Form 147B.

TABLE D

TEACHER RATINGS OF PUPIL IMPROVEMENT

ITEM	FREQUENCY Does not apply 0	Not Effective 1	2	3	Very Effective 4	MEDIAN
Classroom performance in reading	2	1	1	3	1	2.8
Classroom performance in your subject	0	0	3	1	4	3.5
Study skills	0	0	2	4	2	3.0
Attitudes toward school and education	0	0	2	3	3	3.2

Table D is based on Form 140B. N = 8

TABLE E

PARENT RESPONSES

ITEM	YES	NO
Have you noticed any improvement in your child's study habits this year?	51	11
Do you think your child has learned more this year?	52	9
Has your child's attitude changed toward school this year?	42	16
If your last answer was "yes", was this change for the better?	38	4
Do you favor the continuation of this class?	52	8

Table E is based on Form 140C. Maximum N = 62

TABLE F

PUPIL RESPONSES

ITEM	YES	NO
Do you feel that you have improved your study habits this year?	50	10
Do you think you have learned more this year?	56	4
Do you think your attitude toward school has changed this year?	40	20
If your last answer was "yes", was this change for the better?	33	7
Would you like to have more classes like this one?	30	29

Table F is based on Form 140D. Maximum N = 60

TABLE G

MATHEMATICS BASELINE DATA

Percentile Intervals	Reading Comprehension (1) FREQUENCY	Arithmetic (1) FREQUENCY	TOTAL Index (2) I.Q. Intervals	TOTAL Index (2) FREQUENCY
96 -				
89 - 95			116 - 119	1
77 - 88	1		101 - 115	19
60 - 76	1	5	91 - 100	34
40 - 59	9	17	82 - 90	36
23 - 39	28	20	76 - 81	13
11 - 22	35	25	70 - 75	8
4 - 10	18	21	66 - 69	0
- 3	7	11	- 65	2
No Data	24	24	No Data	10
Total	123	123	Total	123

Table G is based on Form R&D 1.

(1) Scholastic High School Placement Test, Skills - Reading and Arithmetic.
(2) California Test of Mental Maturity.

GUIDANCE AND COUNSELING SERVICES - NONPUBLIC SCHOOLS

Division of Secondary Education

1.00 DESCRIPTION

In this ongoing component, one school psychologist and four psychometrists provided consultative services to pupils in need of assistance to overcome educational, social, and emotional problems. Consultative services to teachers and administrators were provided with respect to pupil behavior and adjustment; in addition, techniques were recommended for implementing the prescriptive teaching of individual pupils.

2.00 OBJECTIVES

-To improve the children's self-image

-To change (in a positive direction) the children's attitudes toward school and education

-To reduce the rate and severity of disciplinary problems

-To identify specific assets and limitations relating to the learning process

-To provide inservice education

-To identify specific strengths and weaknesses of the project

3.00 IMPLEMENTATION

3.10 Duration of Component and Number of Schools

This component was conducted from September 11, 1967 through June 14, 1968. During the first semester, 10 high schools in the Los Angeles Archdiocese were served.

Beginning January 30, 1968 counseling and guidance services were also provided to pupils enrolled in the seventh and eighth grades in 20 elementary schools within the Los Angeles Archdiocese.

3.20 Pupils

Approximately 750 pupils in need of guidance and counseling services in grades seven through twelve were referred for assistance. Each administrator established a priority schedule based on pupil needs. Service was available to any pupil enrolled in the component schools. Psychological, evaluative, and counseling services were provided.

Approximately one-third of the pupils referred spent two or more sessions with the consulting counselor.

3.40 Activities

3.41 Staff Activities

The five consultants visited the component schools on a regularly scheduled basis. Services included psychological evaluations and the identification of pupil assets and liabilities. Recommendations on pupil needs and inservice education of the school staff in meeting these needs were provided.

The consultants conducted and participated in 24 two-hour workshops and two six-hour workshops that featured encounter group experience and training in the psychological assessment of disadvantaged youth.

Directors of guidance, appointed by the administrators of component schools, directed activities toward coordinating advisement and guidance activities, selecting appropriate vocational-educational guidance materials, and providing leadership in the interpretation of group tests and interest inventories.

One supervising counselor, one consulting counselor, and 10 nonpublic school directors of guidance participated in four two-hour workshops for sensitivity training for directors of guidance in the nonpublic schools.

Directors of guidance attended weekly inservice seminars during the year. General areas of training included sensitivity to disadvantaged youth, strengthening of counseling skills, assessment of the needs of underachieving pupils, and effective parent counseling.

3.42 Pupil Activities

Pupils received counseling based upon the results of psychological evaluations and staff conferences. (Group counseling was provided for selected pupils by the consulting counselors.)

3.60 Personnel and Logistical Problems

At year end, administrators have taken steps to improve facilities reported as inadequate in some schools.

4.00 EVALUATION

4.10 Design

Component objectives were evaluated according to the following variables: pupil scores on attitude scales and on an expectancy questionnaire; pupil marks in subjects and citizenship; pupil referrals; pupil scores on diagnostic tests; participants ratings of inservice effectiveness; and staff ratings of component effectiveness.

The following instruments were employed to collect information on the variables.

-Form 101J, Quick Measure of Concepts

-Form 103A, Personal Estimate Inventory

-Form 107C, Pupil Expectancy Questionnaire

-Form R&D 1, Pupil Personnel Information (included test scores for Scholastic High School Placement Test as taken from school records for baseline information.)

-Form 148A, Inservice Evaluation

-Form 148B, Pupil Referral Information

-Form 140A, Midyear Administrative Evaluation

-Form 140B, Midyear Evaluation by Teachers

4.20 Attainment of Objectives

4.21 Objective: To improve the children's self-image.

4.22 Objective: To change (in a positive direction) the children's attitudes toward school and education.

Table A shows the results of pupil self-estimates at the beginning and end of the school year. The pupils, using a series of 25 adjectives, rated themselves on a scale from 1 to 4, "Hardly" to "Very Much".

The comparison group was made up of pupils in the Basic Reading component in the same schools.

TABLE A

PRE AND POST MEANS ON PUPIL SELF-ESTIMATE INVENTORY

ITEM	N	PRE MEAN	POST MEAN	CORRELATION
HOW I AM				
ESEA Title I	58	1.74	1.78	.11
Comparison	37	1.58	1.79**	.11
HOW I WOULD LIKE TO BE				
ESEA Title I	58	2.62	2.66**	.11
Comparison	37	2.64	2.68*	.12

Table A is based on Form 103A.

**Sig at .01
*Sig at .05

The counselors summarized test findings and recommendations and submitted these to the school principals. Selected case conferences were held with teachers and parents. Follow-up counseling with individual pupils was provided.

There were significantly more referrals, suspensions, and parent conferences for the experimental group.

4.25 Objective: To provide inservice education.

Inservice participants were asked to rate the effectiveness of inservice. The results are shown in Table G, Addendum C.

Checking medians it can be seen that 64 percent of the average ratings are 3.0 or better, with "Understanding the educationally disadvantaged pupil" rated the most effective (Median 3.8) of all items.

Representative comments from participants included these:

"There is no way to describe the value of this program. The men and women representing the Los Angeles City system have been of the finest caliber; the content of their presentations superb; the personal help to my own program immeasurable."

"An understanding of the problems and techniques required to work with the educationally disadvantaged was acquired through lectures and discussions."

"I think our small group discussions were much more profitable when the topic was structured. Telling us to discuss 'anything' often was a waste of time. They were very effective when we had to explore a definite question."

"Excellent and most beneficial program."

4.26 Objective: To identify specific strengths and weaknesses of the project.

Evaluations by administrators indicated that the component was effective. All forms were returned. Administrators made the following comments:

"The program is effective and developing with time."

"The consultant is doing an excellent job. Our girls have a good rapport with him. We could really use him more than just one day a week if it were possible."

"Most helpful in implementing the other components; services of the part-time counselor and guidance resource person are particularly advantageous. Teachers greatly appreciate the inservice workshops on Monday evening."

"We are very pleased with the counseling services - they are invaluable."

"Excellent - the very fine counselor has good rapport with students and is accomplishing the main objectives of the counseling program."

"My impression is that the program is too small and ineffective. There is no organized use of the SRA kit of guidance materials."

The comparison groups in both items, and the experimental group in one item reported significant improvement in their feelings about themselves.

Pupils indicated the amount of future schooling they desired and expected to receive.

These results were tabulated in Table B, Addendum C.

The comparison pupils showed a significant drop in years of schooling they expected to receive.

Both early and late in the school year, pupils estimated their final subject marks and their potential for school achievement by responding to "subject marks I will probably get" and "subject marks I should be able to earn." Responses are summarized in Table C, Addendum C.

While the choices of expected marks in the experimental group remained static, those of comparison group pupils changed, though not significantly, in a positive direction. The lower correlation values for the comparison groups indicate more shifts of choice than within the Title I groups.

Pupil subject and citizenship marks and attendance were compared, pre against post, as shown in Table D, Addendum C.

Both the ESEA and comparison pupils showed significant increases in subject marks, and ESEA pupils gained significantly in citizenship.

Table E, Addendum C, compares results of pupil ratings on the Quick Measure of Concepts (QMOC) of 10 different concepts. Ratings were done at the beginning and at the end of the school year. Counselees judged what each concept meant to them by marking on a scale between pairs of adjectives (semantic differential technique). The adjective pairs were: kind-cruel, bad-good, fair-unfair, worthless-valuable, honest-dishonest, unpleasant-pleasant. The highest score attainable for any concept was 36.

High scores indicate positive responses, while low scores indicate negative responses.

The average pupil in both groups showed significantly reduced post scores for "Person I'd Like to Be". Title I pupils also registered lower post scores for "My School".

Comparison pupils, on the average, ended the year with markedly increased scores, significant at .05, for "Most People" and "My Grades".

Other numerical changes apparent in the table are attributed to chance. The greater-than-chance (statistically significant) changes noted above remain open to interpretation, since analysis of the QMOC's reliability continues to be inconclusive.

4.23 Objective: To reduce the rate and severity of disciplinary problems.

Pupil referrals were made to principals, vice principals, and counselors. This information was tabulated and the results are shown in Table F, Addendum C.

4.24 Objective: To identify specific assets and limitations relating to the learning process.

"The service has reached some students whom we would not have been able to contact and help solve some of their problems."

"Excellent program but too limited in the number of students. Fifteen have received counseling help on one-to-one basis. The counseling workshops have been uneven in quality, but on the whole they are more worthwhile than last year's."

4.27 Supplemental Data (See Addendum C, Table H)

Table H shows baseline data for the experimental pupils, and the balance of pupils who were not in the experimental group. An R&D1 form was initiated for each pupil with whom consulting counselors had two or more contacts.

The most frequent reason noted for pupil interviews was personal problems.

The Wide Range Achievement Test was the test most often used.

Pupils in experimental groups most often initiated the contacts with the counselors. Teachers referred most of the other pupils.

The primary reason for referral for both groups was personal and social adjustment problems.

4.30 Outcomes

Analysis of pre and post means for the pupil attitude inventory indicated significant changes in two areas for the comparison pupils and in one area for the ESEA pupils.

A significant drop in future schooling expectations was registered by the comparison group. No major changes were found in either group's early or late estimates of final report card marks.

Both groups showed significant improvements in actual subject marks received. ESEA pupils also scored higher citizenship marks.

Days absent decreased slightly for the experimental group, and increased for comparison pupils.

While some significant differences were found in semantic differential (QMOC) scores for both groups, their interpretation remains inconclusive.

Referrals, suspensions, and parent conferences regarding discipline were significantly higher for the experimental group.

Inservice education was rated by the participants as highly effective.

Counselees were primarily referred for solution of "Personal and Social Adjustment Problems".

Administrative evaluations indicated that the component was effective.

5.00 CONCLUSIONS

Attitudinal changes were noted for both groups, although the interpretation of these changes is inconclusive.

Though expected future schooling for both groups changed very little, the comparison group showed a significant decrease.

No marked changes were noted for estimates of final marks.

Both groups improved in actual subject marks received.

Counselors' inservice education was rated very effective.

Administrators rated the component effective.

6.00 RECOMMENDATIONS

The inservice education program might be better structured in the views of some participants.

Increase the time available for Guidance and Counseling Services.

More explanation of the guidance kit of materials would be helpful to staff.

ESEA Nonpublic Secondary Design #148

COMPONENT: Guidance and Counseling Services

OBJECTIVES	DEPENDENT VARIABLES	ASSESSMENT DEVICES	COMMENTS
To improve the children's self-image	Pupil scores on attitude scales	Personal Estimate Inventory (103A)	Selected pupils on a pre (11-67) - post (5-68) basis
		Quick Measure of Concepts (101J)	Selected pupils and a random sample of comparison pupils on a pre (11-67) - post (5-68) basis
To change (in a positive direction) the children's attitudes toward school and education	Pupil scores on expectancy questionnaire	Pupil Expectancy Questionnaire (107C)	Selected pupils on a pre (11-67) - post (5-68) basis
	Pupil marks in subjects and personal ratings	Pupil Personnel Information (R&D1)	Baseline information for selected pupils. Included test scores for Scholastic High School Placement Test
To reduce the rate and severity of disciplinary problems	Pupil referrals to principal, vice principal or counselor	Pupil Referral Information (148B)	Selected pupils
To identify specific assets and limitations relating to the learning process	Pupil scores on diagnostic tests	Battery of individual diagnostic tests	Selected pupils
To provide inservice education	Ratings of inservice effectiveness	Inservice Evaluation (148A)	All inservice participants
To identify specific strengths and weaknesses of the project	Ratings of component effectiveness	Midyear Administrative Evaluation (140A)	All administrators
		Midyear Evaluation by Teachers (140B)	Random sample of teachers involved in program

PROJECT NAME Guidance and Counseling Services (Nonpublic Schools) Code 148

Beginning date 9-11-67 Ending date 6-14-68

Grade Level	PUPIL ENROLLMENT	
	Public	Nonpublic
Preschool		
K		
1		
2		
3		
4		
5		
6		
7		
8		
9		60
10		68
11		53
12		61
Ungraded		
TOTAL		242

NUMBER OF ADULT PARTICIPANTS

School Personnel 16

Parents ____

Community Personnel ____

PROJECT COST $ 79,659

TABLE B

PRE AND POST MEANS OF PUPIL EXPECTANCY OF FUTURE SCHOOLING

ITEM	N	PRE MEAN	POST MEAN	CORRELATION
YEARS OF SCHOOLING				
Expect to Receive				
ESEA Title I	51	4.49	4.57	.69
Comparison	35	5.46	4.89*	.79
Like to Receive				
ESEA Title I	49	5.49	5.06	.69
Comparison	35	6.14	5.91	.77

Table B is based on Form 107C.

*Sig. at .05

TABLE C

PUPIL EXPECTANCY OF SUBJECT MARKS

ITEM	N	PRE MEAN	POST MEAN	CORRELATION
SUBJECT MARKS				
Will Probably Get				
ESEA Title I	58	2.40	2.40	.80
Comparison	37	2.12	2.31	.50
Should Be Able to Earn				
ESEA Title I	58	3.06	3.06	.70
Comparison	37	2.91	3.10	.38

Table C is based on Form 107C.
Grade point average is based on: A=4, B=3, C=2, D=1, F=0.

TABLE D

SCHOLASTIC ACHIEVEMENT AND ATTENDANCE

ITEM	N	PRE MEAN	POST MEAN	CORRELATION
SUBJECT MARKS				
ESEA Title I	59	2.06	2.20*	.63
Comparison	22	1.83	2.18**	.64
CITIZENSHIP				
Work Habits				
ESEA Title I	35	2.65	3.03**	.59
Comparison	12	3.12	3.05	-.06
Cooperation				
ESEA Title I	39	2.78	3.07*	.71
Comparison	14	3.05	2.99	-.07
DAYS ABSENT				
ESEA Title I	42	4.98	4.88	.14
Comparison	3	4.00	6.00	.12

*Sig. at .05 **Sig. at .01

Table D is based on Form R&D 1.

Grade point average is based on: A=4, B=3, C=2, D=1, F=0;
E=4, VS=3, S=2, W=1, U=0.

E = Excellent
VS = Very Satisfactory
S = Satisfactory
W = Warning or Poor
U = Unsatisfactory

TABLE E

QUICK MEASURE OF CONCEPTS

CONCEPT	N	PRE MEAN	POST MEAN	CORRELATION
ME				
ESEA Title I	60	29.0	28.7	.35
Comparison	37	30.3	29.3	.49
MY GRADES				
ESEA Title I	60	28.1	27.4	.62
Compairson	40	26.2	28.0*	.54
MY FUTURE				
ESEA Title I	57	30.5	30.4	.46
Comparison	37	32.6	32.1	.40
MY CLASSMATES				
ESEA Title I	61	29.6	29.4	.53
Comparison	39	29.8	29.2	.12
PERSON I'D LIKE TO BE				
ESEA Title I	60	33.7	32.7*	.55
Comparison	37	34.9	33.4*	.31
MY BEST FRIENDS				
ESEA Title I	58	32.1	32.0	.49
Comparison	38	32.7	31.6	.41
MOST PEOPLE				
ESEA Title I	59	27.1	26.9	.41
Comparison	37	25.9	27.9*	.20
TEACHERS				
ESEA Title I	59	29.6	28.3	.59
Comparison	38	29.9	29.6	.55
COUNSELORS				
ESEA Title I	60	33.2	32.2	.21
Comparison	38	33.7	32.9	.07
MY SCHOOL				
ESEA Title I	60	30.7	29.2*	.54
Comparison	40	33.3	32.5	.41

Table E is based on Form 101J. *Sig. at .05

TABLE F

DISCIPLINARY ACTIONS FOR PUPILS

GROUP	N	Number of Referrals to Vice-Principal	Number of Formal Suspensions	Number of Parent Conferences	TOTAL
Experimental	55	92	47	61	200
Control	32	41	9	10	60
Total		133	56	71	260

Table F is based on Form 148B.

X^2=9.28, df=2, P greater than .01

TABLE G

PARTICIPANT RATINGS OF GUIDANCE AND COUNSELING INSERVICE

ITEM	FREQUENCY Does Not Apply 0	Not Effective 1	2	3	Very Effective 4	MEDIAN
How do you rate the value of the inservice you attended in terms of:						
Understanding effective use of guidance materials	2	0	5	10	3	2.9
Understanding the guidance approach in teaching pupils	1	0	1	2	7	3.3
Understanding the pupil as a person	0	0	1	7	13	3.7
Developing counseling techniques	0	0	3	13	4	3.0
Developing guidance techniques relative to career planning	2	2	8	7	1	2.4
Understanding the educationally disadvantaged pupil	0	0	1	5	15	3.8
Improving communication with the educationally disadvantaged pupil	0	0	1	8	11	3.6
Communicating with staff at local school	1	1	10	7	1	2.4
Understanding effective assessment of individual strengths and weaknesses	2	1	2	12	3	3.0
Improving your knowledge of psychological factors in working with educationally disadvantaged pupils	0	0	1	12	8	3.3
Increasing your knowledge of teaching techniques to be used with educationally disadvantaged pupils	1	1	8	4	5	2.5

Table G is based on Form 148A.

Maximum N=21

TABLE H

PUPIL BASELINE DATA FOR GUIDANCE AND COUNSELING

	EXPERIMENTAL Frequency	EXPERIMENTAL Percentage	OTHER Frequency	OTHER Percentage
PUPIL INTERVIEWS				
Behavior	3	5	5	3
Testing	16	25	55	29
Educational Planning	10	16	29	15
Personal Problems	28	44	88	47
Other	6	10	11	6
DIAGNOSTIC TESTS USED				
Wide Range Achievement	11	61	35	76
Gilmore Oral Reading Tests	2	11	2	4
Other - - - -	5	28	9	20
Individual Psychological Studies Completed	16	46	35	33
CONTACTS WITH COUNSELORS INITIATED BY OTHERS				
Pupil	24	30	48	21
Vice-Principal	12	15	36	16
Teacher	16	20	57	25
Pupil Personnel Staff	6	8	42	18
Parent	0	0	14	6
Other	21	27	35	15
PRIMARY REASON FOR REFERRAL				
Educational Planning	6	10	17	10
Vocational Planning	1	2	10	6
Personal and Social Adjustment Problems	49	85	131	77
Other	2	4	13	8
NUMBER OF CONFERENCES				
Teacher	17	30	51	24
Guidance Staff	16	29	59	28
Case	3	5	14	7
Parent	7	13	34	16
Administrative	13	23	54	25
DATA FOR GROUP MEETINGS				
Total meetings attended	392		642	

(continued on next page)

TABLE H (cont.)

PUPIL BASELINE DATA FOR GUIDANCE AND COUNSELING

	EXPERIMENTAL		OTHER	
	Frequency	Percentage	Frequency	Percentage
REASON FOR LEAVING SCHOOL				
Economic Necessity	0	0	2	25
Maladjustment	0	0	5	63
Health	1	50	1	13
Marriage	1	50	0	0
RECOMMENDATIONS FOR SCHOOL PROGRAM				
Reading	7	35	15	17
Selected Teachers	0	0	16	18
Interests	2	10	19	22
Adult School	0	0	1	1
Enroll in School of Area of Residence	0	0	2	2
Other	11	55	34	39
REFERRALS MADE BY YOU				
Day Staff Counseling	10	30	43	26
Summer School	0	0	5	3
Regular Day School	10	30	54	33
Other	13	39	62	38
OUTCOME OF COUNSELING REGARDING ATTENDANCE				
Enrolled But Dropped	0	0	1	2
Attended to Close of Class	1	8	2	3
Attended to Close of School Year	12	92	58	95

Table H is based on Form R&D 1.

Note: all percentages are rounded to nearest whole.

APPENDIX

LIST OF STANDARDIZED TESTS USED IN SECONDARY COMPONENTS DURING 1967-68

Component	Test	Pupils	Time
101 Reading-centered Instruction	Gates-MacGinitie Reading Tests, Forms E1M, D1M	7-12	10-67, 5-68
122 New Literature for English Classes	Gates-MacGinitie Reading Tests, Form D1M	B7, B10	2-68, 5-68
140 NPS Basic Reading	Nelson Reading Test, Revised Edition, Form A	9-10	9-67, 5-68
141 NPS Corrective Reading	Nelson Reading Test, Revised Edition, Form A	9-10	9-67, 1-68
143 NPS Reading Improvement	Iowa Test of Basic Skills, Forms 1 and 2	7-8	10-67, 5-68
144 NPS Developmental Reading	Nelson-Denny Reading Test, Revised Edition, Form A	10-12	9-67, 1-68
145 NPS Social Studies	Metropolitan Achievement Tests: Advanced Social Studies Test, Form AM	9-10	9-67, 5-68
146 NPS Science	Processes of Science Test, Form A	10-12	9-67, 5-68
147 NPS Mathematics	California Achievement Tests, Advanced Mathematics, Form W	10-12	9-67, 5-68
119 Study Skills	California Achievement Tests, Reading Vocabulary and Reading Comprehension, Form W	10	9-67, 6-68

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Secondary Components

MIDYEAR ADMINISTRATIVE EVALUATION

Your cooperation is asked in constructively critiquing the ESEA components in your school. Comments on each of the activities named below should be made by the administrator who is administratively responsible to the principal for the activity. The respondent should keep in mind the major objectives of the activity he is evaluating.

A. INSTRUCTION COMPONENT

READING-CENTERED INSTRUCTION ______________________________

____

____

COLLEGE CAPABLE ______________________________

____

____

EDUCATION AND GUIDANCE INSTRUCTION ______________________________

____

____

TEACHER CLERICAL ASSISTANTS ______________________________

____

____

TEACHER ASSISTANT PROGRAM ______________________________

____

____

B. COUNSELING COMPONENT

STUDENT ACHIEVEMENT CENTER COUNSELING ______________________________

____

____

EDUCATION AND GUIDANCE COUNSELING ______________________________

____

____

ROUP COUNSELING

XPLORATORY WORK EXPERIENCE EDUCATION

ROPOUT GUIDANCE

C. CULTURAL ENRICHMENT COMPONENT

(Specific components are: MUSIC, ARTMOBILE, APPRECIATION AND RECOGNITION OF CONTRIBUTIONS OF CULTURAL AND ETHNIC STRENGTHS (ARC).)

D. DEVELOPMENTAL COMPONENT

(Specific components are: NEW MATERIALS FOR SOCIAL STUDIES, MATHEMATICS, PARENT EDUCATION, STUDY SKILLS CENTER, STANDARD ORAL ENGLISH, NEW LITERATURE FOR ENGLISH CLASSES, INSERVICE EDUCATION

Please return completed form to: OFFICE OF RESEARCH AND DEVELOPMENT
at EMERSON MANOR ROOM 7-101

By: December 15, 1967

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Secondary Subcomponent. Reading Centered Instruction

INSERVICE WORKSHOP EVALUATION

NOTE TO PARTICIPANTS: Your cooperation in carefully completing this evaluation will be appreciated and will be of value in planning future workshops. For each question or item below, PLEASE CIRCLE ONE RESPONSE ONLY.

(1-5)	(Do not mark this item)	1 0 1 A						
(6-9)	Workshop series and number	A01	A02	A03	A04	A05	A06	A07
(10)	Current assignment	1. junior high		2. senior high				
(11)	Years of junior high teaching experience	0. under 1 1. 1-3	2. 4-6 3. 7-9	4. 10-12 5. 13-15	6. 16 or more			
(12)	Years of senior high teaching experience	0. under 1 1. 1-3	2. 4-6 3. 7-9	4. 10-12 5. 13-15	6. 16 or more			
(13)	Who primarily requested your participation in this workshop?	1. self 2. principal	3. department chairman 4. other ________________					

SECTION A - GENERAL EFFECTIVENESS

(14)	How effective was the planning organization of this workshop?	1. very ineffective 2. ineffective	3. effective 4. very effective
(15)	Would you attend a workshop of this type again without pay?	1. yes	2. no
(16)	Would you attend a workshop of this type again for salary credit (without inservice fee?)	1. yes	2. no

How do you rate the workshop you attended in terms of: (Circle ONE number for each item.)	No Opinion	Poor			Good
(17) Participation of teachers?	0	1	2	3	4

(continued on reverse side)

How do you rate the value of the workshop in terms of assistance to you in:	No Opinion	Low			High
(18) understanding the reading process?	0	1	2	3	4
(19) using informal diagnosis to assess the need for instruction in reading skills?	0	1	2	3	4
(20) understanding causes of reading disabilities?	0	1	2	3	4
(21) learning how to teach word attack skills and vocabulary development?	0	1	2	3	4
(22) developing a working knowledge of instructional materials?	0	1	2	3	4
(23) planning lessons which implement various reading skills?	0	1	2	3	4
(24) demonstration teaching by workshop participants?	0	1	2	3	4
(25) understanding how to informally evaluate the teaching of reading skills as applied to mathematics or science or social studies?	0	1	2	3	4

How do you rate the value of the workshop in terms of assistance to you in developing techniques for teaching reading skills in:

(26) mathematics?	0	1	2	3	4
(27) science?	0	1	2	3	4
(28) social studies?	0	1	2	3	4

SECTION B - GENERAL QUESTIONS

(A) What workshop feature did you find most valuable?

____

____

____

____

____

____

(continued on next page)

(B) In future developmental workshops of this type, what do you think should be emphasized or de-emphasized?

(1) emphasized: ____________________

____

____

____

____

(2) de-emphasized ____________________

____

____

____

____

(C) What were the most important insights you gained from the workshop?

____

____

____

(D) How might you use your experience in this workshop to improve your teaching?

____

____

____

(E) Of what value do you feel are the techniques suggested to:

(1) A teacher new to the program? ____________________

____

(2) A teacher having prior experience with the program? ____________________

____

____

(F) Are you presently teaching college capable ESEA classes? 1. yes 2. no

What is your primary current teaching field?

____

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Secondary Subcomponent: Reading Centered Instruction

PARENT QUESTIONNAIRE

(1-9)______________________
(R&D use only)

Dear Parent:

The Los Angeles City schools have been conducting special classes for selected secondary pupils. We are pleased that your child is having an opportunity to participate in one of these classes in this program.

Please help us by answering the questions below. It is not necessary to put your name on this form, since we are interested in parents' reactions in general.

		1.	2.	3.
(10)	Do you feel that your child reads more at home this year?	Yes___	No___	Not sure___
(11)	Have you noticed any improvement in your child's study habits this year?	Yes___	No___	Not sure___
(12)	Do you think your child has learned more this year?	Yes___	No___	Not sure___
(13)	Has your child's attitude changed toward school this year?	Yes___	No___	Not sure___
(14)	If your last answer was "yes", was this change for the better?	Yes___	No___	Not sure___
(15)	Do you favor the continuation of this class?	Yes___	No___	Not sure___

(16) Please make any comments you wish below:

Please return this form to your child's teacher as soon as possible. Thank you.

101G

Estimados señores:

Este semestre su hijo ha sido parte de un programa especial de educación y aconsejamiento (Reading Centered Instruction). Nos ha dado gusto que su hijo haya tomado parte en este programa.

Ahora necesitamos saber si Uds. consideran que este programa ha sido una ayuda para su hijo. Favor de ayudarnos contestando las siguientes preguntas. Favor de marcar una X en la columna que más se aproxima a su contestación. No es necesario firmar esta forma.

(10) ¿Lee su hijo más en casa este semestre? Sí_____ No_____ No sabemos_____

(11) ¿Ha dedicado su hijo más tiempo en casa a sus estudios este semestre? Sí_____ No_____ No sabemos_____

(12) ¿Cree su hijo que él ha mejorado en sus clases este semestre? Sí_____ No_____ No sabemos_____

(13) ¿Han notado en su hijo un cambio en su actitud hacia la escuela? Sí_____ No_____ No sabemos_____

(14) Si su contestación a la pregunta numero 13 es sí, ¿creen Uds. que este cambio ha sido para lo mejor? Sí_____ No_____ No sabemos_____

(15) ¿Creen Uds. que un programa como este sería de beneficio para otros discipulos? Sí_____ No_____ No sabemos_____

(16) Favor de indicar ideas o opiniones que nos serían útiles en decidir el futuro de este programa. ____

____

____

____

Favor de regresar esta carta por conducto de su hijo tan pronto como sea posible al maestro de la clase. Muchisimas gracias por su ayuda.

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Secondary Subcomponent: Reading Centered Instruction

PARENT QUESTIONNAIRE

(1-9)____________________
(R&D use only)

Dear Parent:

The Los Angeles City schools have been conducting special classes for selected secondary pupils. We are pleased that your child is having an opportunity to participate in one of these classes in this program.

Please help us by answering the questions below. It is not necessary to put your name on this form, since we are interested in parents' reactions in general.

		1.	2.	3.
(10)	Do you feel that your child reads more at home this year?	Yes___	No___	Not sure___
(11)	Have you noticed any improvement in your child's study habits this year?	Yes___	No___	Not sure___
(12)	Do you think your child has learned more this year?	Yes___	No___	Not sure___
(13)	Has your child's attitude changed toward school this year?	Yes___	No___	Not sure___
(14)	If your last answer was "yes", was this change for the better?	Yes___	No___	Not sure___
(15)	Do you favor the continuation of this class?	Yes___	No___	Not sure___

(16) Please make any comments you wish below:____________________________________

Please return this form in the enclosed, stamped envelope. Thank you.

101H

Estimados señores:

Este semestre su hijo ha sido parte de un programa especial de educación y aconsejamiento (Reading Centered Instruction). Nos ha dado gusto que su hijo haya tomado parte en este programa.

Ahora necesitamos saber si Uds. consideran que este programa ha sido una ayuda para su hijo. Favor de ayudarnos contestando las siguientes preguntas. Favor de marcar una X en la columna que más se aproxima a su contestación. No es necesario firmar esta forma.

(10) ¿Lee su hijo más en casa este semestre? Sí_____ No_____ No sabemos_____

(11) ¿Ha dedicado su hijo más tiempo en casa a sus estudios este semestre? Sí_____ No_____ No sabemos_____

(12) ¿Cree su hijo que él ha mejorado en sus clases este semestre? Sí_____ No_____ No sabemos_____

(13) ¿Han notado en su hijo un cambio en su actitud hacia la escuela? Sí_____ No_____ No sabemos_____

(14) Si su contestación a la pregunta numero 13 es si, ¿creen Uds. que este cambio ha sido para lo mejor? Sí_____ No_____ No sabemos_____

(15) ¿Creen Uds. que un programa como este sería de beneficio para otros discipulos? Sí_____ No_____ No sabemos_____

(16) Favor de indicar ideas o opiniones que nos serían útiles en decidir el futuro de este programa. ______________________________

____

____

____

Favor de regresar esta carta en el sobre incluido tan pronto como sea posible. Muchisimas gracias por su ayuda.

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Secondary Component: Reading Centered Instruction

TEACHER QUESTIONNAIRE

Your cooperation in carefully completing this evaluation of the RCI program will be appreciated and will be of value in planning for future programs. For each question or item below, PLEASE CIRCLE ONE RESPONSE ONLY.

1. Current assignment: 1. Junior High 2. Senior High

2. Years of teaching experience: 0. Under 1 1. 1-3 2. 4-6 3. 7-9 4. 10+

3. ESEA subject taught: 1. Reading 2. Mathematics 3. Social Studies 4. Science

4. Have you attended an ESEA Reading workshop in one of the above subjects? 1. Yes 2. No

Based on your experience in RCI, rate the effectiveness of these items on the 0-4 scale:	Does not apply	Poor			Excellent
5. Experimental materials	0	1	2	3	4
6. Experimental books	0	1	2	3	4
7. Multi-level materials for two semesters	0	1	2	3	4
8. Audio-visual equipment	0	1	2	3	4
9. Screening of pupils	0	1	2	3	4
10. Assistance offered by education aides	0	1	2	3	4
11. Assistance of SAC counselor	0	1	2	3	4
12. Assistance of SAC Instructional Coordinator	0	1	2	3	4
Rate the improvement noted in:					
13. Pupil attitude	0	1	2	3	4
14. Pupil discipline	0	1	2	3	4
15. Pupil attendance	0	1	2	3	4
16. Parent cooperation	0	1	2	3	4
17. Give your overall rating of the RCI program	0	1	2	3	4

101I 5-68

In order to better evaluate the strengths and weaknesses of the Reading Centered Instruction program, your suggestions are needed. Please comment, as you wish, on any of the following topics:

18. Teacher recruitment for RCI ____________________

19. Teacher training for RCI ____________________

20. Teacher turnover in RCI ____________________

21. Desirability of expansion of RCI program ____________________

22. RCI and graduation requirements ____________________

23. Academic subjects in RCI ____________________

24. Team teaching in RCI ____________________

25. Parent or community involvement in RCI ____________________

26. Other ____________________

27. Comments on R&D evaluation instruments and techniques ____________________

PLEASE RETURN TO: OFFICE OF RESEARCH AND DEVELOPMENT
at Emerson Manor Room 7-102

5-68

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Secondary Components

QUICK MEASURE OF CONCEPTS (QMOC)
(Descriptive only)

Actual QMOC test is printed on five IBM Mark Sense Cards, two concepts on each card.

CONCEPTS

1. Me
2. My Grades
3. My Future
4. My Classmates
5. Person I'd Like to Be
6. My Best Friends
7. Most People
8. Teachers
9. Counselors
10. My School

BI-POLARS

Kind	Cruel
Bad	Good
Fair	Unfair
Worthless	Valuable
Honest	Dishonest
Unpleasant	Pleasant

SCALE: Six point

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Secondary Component: Reading-Centered Instruction—
Summer Tutorial Program

STAFF QUESTIONNAIRE

Check one: TA_____
EA_____
VP_____

Your cooperation in carefully completing this evaluation will be appreciated and will be of value in planning future tutorial programs. For each item or question below, please circle one response only.

Based on your summer school observations, rate the helpfulness of these items on the 1-4 scale. If the item doesn't apply, circle the zero.	Does Not Apply	Not Helpful	Slightly Helpful	Helpful	Very Helpful
1. Vice-principal in charge of our school's tutorial program was	0	1	2	3	4
2. Education Aides were	0	1	2	3	4
3. Teacher Assistants were	0	1	2	3	4
4. Pupils felt program was	0	1	2	3	4
5. Summer school teachers seemed to find program was	0	1	2	3	4
6. Parent reaction to program was	0	1	2	3	4
7. Community reaction was	0	1	2	3	4
8. Orientation for staff was	0	1	2	3	4

9. If you could set the hours of tutorial help, which of the following would you choose? (Circle one range that approximates your opinion)

8:00 a.m. to 12:30 p.m. 10:30 a.m. to 3:00 p.m. 12:00 p.m. to 4:00 p.m.

Why?____

____

10. Various types of publicity for the tutorial program were used. Which ones were you aware of and how helpful do you think each was?

____

____

____

(over)

11. Name the three primary sources of referrals to the tutorial program (e.g., teacher, parent, pupil himself, community agencies, etc.).

(a)____________________________

(b)____________________________

(c)____________________________

12. Please circle the hour of greatest pupil demand for tutoring and indicate below the approximate number of pupils served at that time.

Time:	12:30 p.m.	1:00 p.m.	1:30 p.m.	2:00 p.m.	2:30 p.m.	3:00 p.m
Number of pupils:	______	______	______	______	______	______

13. Most pupils came __________ times for tutoring.

14. The average tutoring time per pupil per session was ____________ minutes.

15. Please list in order the three subjects most frequently requested for tutoring:

(a)____________________________

(b)____________________________

(c)____________________________

16. Was group tutoring used? How was it used? How effective was it? ____________

____

17. Suggestions - comments - recommendations - ________________

____

____

____

____

____

____

18. Please comment on the suitability of this questionnaire for evaluating your summer program.

____

____

____

101L Return this form to your V.P.

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Secondary Subcomponent: College Capable (Reading)

INSERVICE WORKSHOP EVALUATION

NOTE TO PARTICIPANTS: Your cooperation in carefully completing this evaluation will be appreciated and will be of value in planning future workshops. For each question or item below, PLEASE CIRCLE ONE RESPONSE ONLY.

(1-5)	(Do not mark this item)	1 0 2 A						
(6-9)	Workshop series and number	A01	A02	A03	A04	A05	A06	A07
(10)	Current assignment	1. junior high	2. senior high					
(11)	Years of junior high teaching experience	0. under 1 1. 1-3	2. 4-6 3. 7-9	4. 10-12 5. 13-15	6. 16 or more			
(12)	Years of senior high teaching experience	0. under 1 1. 1-3	2. 4-6 3. 7-9	4. 10-12 5. 13-15	6. 16 or more			
(13)	Who primarily requested your participation in this workshop?	1. self 2. principal	3. department chairman 4. other ______________					

SECTION A - TOPIC PRESENTATIONS

To what extent has each of the following topic presentations helped you in the development of techniques for teaching communication skills to college capable students?	Doesn't Apply	Of Little Help			Very Helpful
(14) Reflections on secondary education in the L.A. City Schools (panel of students from "disadvantaged" schools).	0	1	2	3	4
(15) Problem solving, and written communication skills (Dr. McNeil and Mr. Freeman - UCLA)	0	1	2	3	4
(16) Talent loss and the disadvantaged college capable student. (Mrs. May)	0	1	2	3	4

(continued on reverse side)

To what extent has each of the following model lessons helped you in the development of techniques for teaching communication skills to college capable students?	Doesn't Apply	Of Little Help		Very Helpful	
(17) Teaching verbal skills and problem solving in English.	0	1	2	3	4
(18) Teaching verbal skills and problem solving in social studies.	0	1	2	3	4
(19) Teaching writing skills and problem solving in science.	0	1	2	3	4
(20) Teaching reading and problem solving in mathematics.	0	1	2	3	4

SECTION B - GROUP DISCUSSIONS

Please indicate your reactions to the group discussions.	Doesn't Apply	Of Little Help		Very Helpful	
(21) General reaction	0	1	2	3	4
What techniques, with emphasis on problem solving, can be devised to improve:					
(22) The verbal communicative skills.	0	1	2	3	4
(23) The written communicative skills.	0	1	2	3	4
(24) The reading skills.	0	1	2	3	4
(25) The communicative skills as an integrated unit?	0	1	2	3	4

SECTION C - GENERAL EFFECTIVENESS

(26) How effective was the planning organization of this workshop?

1. very ineffective
2. ineffective
3. effective
4. very effective

---

(27) Would you attend a workshop of this type again without pay?

1. yes
2. no

(continued on next page)

SECTION D - GENERAL QUESTIONS

(A) What workshop feature did you find most valuable?

(B) In future developmental workshops of this type, what do you think should be emphasized or de-emphasized?

(C) What were the most important insights you gained from the presentations?

(1) Formal presentations

(2) Model lessons

(D) What were the most important insights you gained from the group discussions?

(1) Verbal

(2) Written

(3) Reading

(4) Integrated

(continued on reverse side)

(E) How might you use your experience in this workshop to improve your teaching of communications skills to college capable students?

(F) Of what value do you feel are the techniques suggested to:

(1) A teacher new to the program?

(2) A teacher having prior experience with the program?

(G) Are you presently teaching college capable ESEA classes? 1. yes 2. no

What is your primary current teaching field?

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Secondary Subcomponent: College Capable

PARENT QUESTIONNAIRE

(1-9)______________________
(R&D use only)

Dear Parent:

The Los Angeles City schools have been conducting special classes for selected secondary pupils. We are pleased that your child is having an opportunity to participate in one of these classes in this program.

Please help us by answering the questions below. It is not necessary to put your name on this form, since we are interested in parents' reactions in general.

	1.	2.	3.
(10) Do you feel that your child reads more at home this year?	Yes___	No___	Not sure___
(11) Have you noticed any improvement in your child's study habits this year?	Yes___	No___	Not sure___
(12) Do you think your child has learned more this year?	Yes___	No___	Not sure___
(13) Has your child's attitude changed toward school this year?	Yes___	No___	Not sure___
(14) If your last answer was "yes", was this change for the better?	Yes___	No___	Not sure___
(15) Do you favor the continuation of this class?	Yes___	No___	Not sure___

(16) Please make any comments you wish below:____

____

____

____

____

Please return this form to your child's teacher as soon as possible. Thank you.

102B

Estimados señores:

Este semestre su hijo ha sido parte de un programa especial de educación y aconsejamiento (College Capable). Nos ha dado gusto que su hijo haya tomado parte en este programa.

Ahora necesitamos saber si Uds. consideran que este programa ha sido una ayuda para su hijo. Favor de ayudarnos contestando las siguientes preguntas. Favor de marcar una X en la columna que más se aproxima a su contestación. No es necesario firmar esta forma.

(10)	¿Lee su hijo más en casa este semestre?	Sí_____	No_____	No sabemos_____
(11)	¿Ha dedicado su hijo más tiempo en casa a sus estudios este semestre?	Sí_____	No_____	No sabemos_____
(12)	¿Cree su hijo que él ha mejorado en sus clases este semestre?	Sí_____	No_____	No sabemos_____
(13)	¿Han notado en su hijo un cambio en su actitud hacia la escuela?	Sí_____	No_____	No sabemos_____
(14)	Si su contestación a la pregunta numero 12 es sí, ¿creen Uds. que este cambio ha sido para lo mejor?	Sí_____	No_____	No sabemos_____
(15)	¿Creen Uds. que un programa como este sería de beneficio para otros discipulos?	Sí_____	No_____	No sabemos_____

(16) Favor de indicar ideas o opiniones que nos serían útiles en decidir el futuro de este programa. ______________________________

____

____

____

Favor de regresar esta carta por conducto de su hijo tan pronto como sea posible al maestro de la clase. Muchisimas gracias por su ayuda.

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Secondary Component: College Capable

TEACHER RATING

Your cooperation in carefully completing this evaluation will be appreciated and will be of value in planning for the future. Please answer the following questions and immediately return by school mail to Research and Development. Fold in half and staple. Address is printed on the back of this sheet.

For each question or item below, PLEASE CIRCLE ONE RESPONSE ONLY.

1. Type of College Capable class you are teaching:

   (a) English (b) foreign language (c) mathematics (d) science (e) social studies

2. Current assignment: (a) junior high (b) senior high

3. Years of teaching: (a) under 1 (b) 1-3 (c) 4-6 (d) 7-9 (e) 10+

How do you rate the College Capable program in terms of:	Doesn't Apply	Very Poor			Very Good
4. Overall program effectiveness?	0	1	2	3	4
5. Selection of College Capable teachers?	0	1	2	3	4
6. Selection of pupils?	0	1	2	3	4
7. Articulation with total school program?	0	1	2	3	4
8. Faculty acceptance?	0	1	2	3	4
9. Administrative acceptance?	0	1	2	3	4
10. Instructional materials?	0	1	2	3	4
11. Equipment?	0	1	2	3	4
12. Influencing changes in pupil attitudes?	0	1	2	3	4
13. Improving learning of skills of pupils?	0	1	2	3	4
14. Parent support of program?	0	1	2	3	4
15. Parent involvement?	0	1	2	3	4
16. Suitability of this evaluation device?	0	1	2	3	4

Comments or suggestions: ______________________________

____

____

____

5-68

102C

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Secondary Component College Capable--
Summer Aerospace Science Workshop

STUDENT QUESTIONNAIRE

Grade_____ Date__________ Girl____ Boy____ Beverly Hills _____ Los Angeles _____

Your cooperation in completing this form will help the planners of this workshop to improve future, similar workshops. Your name is not requested on this form because no individual will be identified in the evaluation report.

How much do you feel you learned from the workshop activities or features listed below? Rate yourself on each item by circling one number in the scale on the right. If you did not participate in the activity, or if you do not remember it, circle the zero.

Activity or Feature	Does not Apply	Little or Nothing	Some	Much	Very Much
1. Rockets, jets, and airplane construction	0	1	2	3	4
2. Propellants	0	1	2	3	4
3. Space biology	0	1	2	3	4
4. Lecture method	0	1	2	3	4
5. Small group discussions	0	1	2	3	4
6. Field trips	0	1	2	3	4
7. Meeting and studying with pupils of other neighborhoods	0	1	2	3	4

8. Name the speaker you thought best, and name his topic:

____________________ ______________________________________
Speaker Topic

9. Of all the things you studied this summer, what was the most interesting? Please explain.

____

10. Name the field trip you felt was most valuable, and explain why:

____________________ ______________________________________
Field trip Reason

11. Please make any comments or suggestions you wish regarding this program.

____

____

____

102D 7-68

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Secondary Component: College Capable--
Summer Space Science Seminar

STUDENT QUESTIONNAIRE

Grade______ Date________________ Girl _____ Boy _____

Your cooperation in completing this form will help the planners of this workshop to improve future, similar workshops. Your name is not requested on this form because no individual will be identified in the evaluation report.

How much do you feel you learned from the workshop activities or features listed below? Rate yourself on each item by circling one number in the scale on the right. If you did not participate in the activity, or if you do not remember it, circle the zero.

Activity or Feature	Does not Apply	Little or Nothing	Some	Much	Very Much
1. Space physics	0	1	2	3	4
2. Space chemistry	0	1	2	3	4
3. Space biology	0	1	2	3	4
4. Mathematics and engineering	0	1	2	3	4
5. Methods of presentation					
a. Lecture	0	1	2	3	4
b. Small group discussion	0	1	2	3	4
c. Field trips	0	1	2	3	4

6. Name the speaker you thought best, and name his topic:

__________________________ ____
Speaker Topic

7. Of all the things you studied this summer, what was the most interesting? Please explain.

____

8. Name the field trip you felt was most valuable, and explain why:

__________________________ ____
Field trip Reason

(over)

102E

9. For a summer class in space science which do you prefer.

a. ______Having a school just for the space science program?

b. ______Having the class as a part of a regular summer school?

Please explain why____

____

____

____

10. Do you like having industry representatives come to talk to you in the classroom?

a. _____Yes b. _____No

Comments____

____

____

11. Why did you sign up for this class?____

____

____

____

12. Do you feel that this program has influenced your future plans?________ How?_______

____

____

____

13. Please make any comments or suggestions you wish regarding this program.

____

____

____

____

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Secondary Component: College Capable—
Summer Asian Studies

STUDENT QUESTIONNAIRE

Grade______ Date______ Girl______ Boy______ Beverly Hills________ Los Angeles_________

Your cooperation in completing this form will help the planners of this program to improve future, similar programs. Your name is not requested on this form because no individual will be identified in the evaluation report.

How much do you feel you learned from the program activities or features listed below? Rate yourself on each item by circling one number in the scale on the right. If you did not participate in the activity, or if you do not remember it, circle the zero.

Activity or Feature	Does not Apply	Little or Nothing	Some	Much	Very Much
1. Diversity of Chinese civilization	0	1	2	3	4
2. The place of the individual in Chinese civilization	0	1	2	3	4
3. Tolerance in Chinese society	0	1	2	3	4
4. Educational tradition	0	1	2	3	4
5. Nature and man	0	1	2	3	4
6. Chinese value of order	0	1	2	3	4
7. Chinese cultural values	0	1	2	3	4
8. Traditional values in the 20th century	0	1	2	3	4
9. Lecture method	0	1	2	3	4
10. Small group discussions	0	1	2	3	4
11. Field trips	0	1	2	3	4
12. Independent study room	0	1	2	3	4
13. Research experiences	0	1	2	3	4
14. Meeting and studying with pupils of other neighborhoods	0	1	2	3	4

(over)

15 Name the speaker you thought best, and name his topic:

__________________________ ____

Speaker Topic

16 Of all the things you studied this summer, what was the most interesting? Please explain.____

____

____

____

17. Name the field trip you felt was most valuable, and explain why:

Field trip:______________________________ ______________________________

____

____

____

18. What have you learned from participation in Chinese ways of living?

____

____

____

____

____

19. Please make any comments or suggestions you wish regarding this program.

____

____

____

____

____

____

Subcomponent ____________
1-9 ____________
(For R&D Use Only)

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Secondary Project

PERSONAL ESTIMATE INVENTORY

____________ Name
______ Date
Boy ____ Girl ____
______ Grade
____________ School

The following list includes a number of words which might be used to describe you as a person. On each side of a word is a blank space in which you are to write numbers of your choice. You should write your choices as rapidly as you can. You should write your first thought or feeling about each word by using the numbers of the choices below:

CHOICES: 1 - Very Little 2 - A Little 3 - A Lot 4 - Very Much

The lowest number is one, the highest is four. You will write the number which describes your feeling about each word. Look at the examples below.

EXAMPLES:

	How I Am		How I Would Like To Be	
A.	_____	BRAVE	_____	C.
B.	_____	RICH	_____	D.

In column I below, record the number of the choice which shows how much you are like each word.

In column II below, write the number of the choice which says how much you would like to be described this way.

	COL. I How I Am		COL. II How I Would Like To Be			COL. I How I Am		COL. II How I Would Like To Be	
10.	_____	ALERT	_____	35.	23.	_____	FRIENDLY	_____	48.
11.	_____	AMBITIOUS	_____	36.	24.	_____	HAPPY	_____	49.
12.	_____	ATTRACTIVE	_____	37.	25.	_____	HEALTHY	_____	50.
13.	_____	CALM	_____	38.	26.	_____	HELPFUL	_____	51.
14.	_____	CAPABLE	_____	39.	27.	_____	INTELLIGENT	_____	52.
15.	_____	CONFIDENT	_____	40.	28.	_____	MATURE	_____	53.
16.	_____	CONSIDERATE	_____	41.	29.	_____	NEAT	_____	54.
17.	_____	COORDINATED	_____	42.	30.	_____	PRESENTABLE	_____	55.
18.	_____	COOPERATIVE	_____	43.	31.	_____	PURPOSEFUL	_____	56.
19.	_____	CREATIVE	_____	44.	32.	_____	STABLE	_____	57.
20.	_____	DEPENDABLE	_____	45.	33.	_____	STUDIOUS	_____	58.
21.	_____	DETERMINED	_____	46.	34.	_____	SUCCESSFUL	_____	59.
22.	_____	ENERGETIC	_____	47.					

Rev. 10-67

103A

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Secondary Subcomponent: Education and Guidance

PARENT QUESTIONNAIRE

(1-9)____________________
(R&D use only)

Dear Parent:

The Los Angeles City schools have been conducting special classes for selected secondary pupils. We are pleased that your child is having an opportunity to participate in one of these classes in this program.

Please help us by answering the questions below. It is not necessary to put your name on this form, since we are interested in parents' reactions in general.

		1.	2.	3.
(10)	Do you feel that your child reads more at home this year?	Yes___	No___	Not sure___
(11)	Have you noticed any improvement in your child's study habits this year?	Yes___	No___	Not sure___
(12)	Do you think your child has learned more this year?	Yes___	No___	Not sure___
(13)	Has your child's attitude changed toward school this year?	Yes___	No___	Not sure___
(14)	If your last answer was "yes", was this change for the better?	Yes___	No___	Not sure___
(15)	Do you favor the continuation of this class?	Yes___	No___	Not sure___

(16) Please make any comments you wish below:____________________________________

____

____

____

____

Please return this form to your child's teacher as soon as possible. Thank you.

103A-1

Estimados señores:

Este semestre su hijo ha sido parte de un programa especial de educación y aconsejamiento (Education and Guidance). Nos ha dado gusto que su hijo haya tomado parte en este programa.

Ahora necesitamos saber si Uds. consideran que este programa ha sido una ayuda para su hijo. Favor de ayudarnos contestando las siguientes preguntas. Favor de marcar una X en la columna que más se aproxima a su contestación. No es necesario firmar esta forma.

(10) ¿Lee su hijo más en casa este semestre? Sí____ No____ No sabemos____

(11) ¿Ha dedicado su hijo más tiempo en casa a sus estudios este semestre? Sí____ No____ No sabemos____

(12) ¿Cree su hijo que él ha mejorado en sus clases este semestre? Sí____ No____ No sabemos____

(13) ¿Han notado en su hijo un cambio en su actitud hacia la escuela? Sí____ No____ No sabemos____

(14) Si su contestación a la pregunta numero 12 es sí, ¿creen Uds. que este cambio ha sido para lo mejor? Sí____ No____ No sabemos____

(15) ¿Creen Uds. que un programa como este sería de beneficio para otros discipulos? Sí____ No____ No sabemos____

(16) Favor de indicar ideas o opiniones que nos serían útiles en decidir el futuro de este programa. ____

____

____

____

Favor de regresar esta carta por conducto de su hijo tan pronto como sea posible al maestro de la clase. Muchisimas gracias por su ayuda.

12-67

103A-1

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Secondary Component: Education and Guidance

INSERVICE EVALUATION

TO PARTICIPANTS: Please respond as completely as possible to the following inquiries. Your frank responses will help to point out the strengths and weaknesses of the workshops you have attended.

1. If I were to plan other workshops, like these that I have just attended, I would give more attention to:

2. I would give less attention to:

3. I would suggest the following improvements:

4. Please comment on the appropriateness of this form for evaluation.

5. Additional comments.

103C

9-67

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Secondary Project: Teacher Clerical Assistants Subcomponent

WEEKLY REPORT OF TEACHER CLERICAL ASSISTANT REPORT FOR WEEK ENDING FRIDAY, ____________

NAME OF TEACHER CLERICAL ASSISTANT ____________ EMPLOYEE NO. ________ SCHOOL ____________

PERSON FOR WHOM WORK WAS PERFORMED			Approx. No. of Min. Worked Per Day					Weekly Totals in Minutes by Departments													
	First Initial and Last Name	Department	Monday	Tuesday	Wednesday	Thursday	Friday	Art	Bus. Educ.	Driver Educ.	English	Foreign Lang.	Homemaking	Ind. Arts	Math	Music	Phys. Educ.	Science	Soc. Studies	Unclassified	Non-teacher
1																					
2																					
3																					
4																					
5																					
6																					
7																					
8																					
9																					
10																					
11																					
12																					
13																					
PLEASE DO NOT WRITE IN THIS SPACE →																					

RETURN TO: OFFICE OF RESEARCH AND DEVELOPMENT
at EMERSON MANOR Room 7-104

BY: ____________

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Secondary Subcomponent: Teacher Clerical Assistants

CLERICAL IN-SERVICE EVALUATION

Your position in your school? ______________________________

Your honest evaluation will help identify strengths and weaknesses in the workshop just concluded, and will help in planning future workshops.

To answer each item below, circle one number in the scale to the right. Circle the zero if you do not remember or did not attend the presentation, or if the presentation was not made.

How helpful were the presentations of the following objectives?	Doesn't Apply	Of Little Help			Very Helpful
1. To become familiar with the over-all objectives and functions of the Secondary Division Projects.	0	1	2	3	4
2. To increase personal interest in the job through a better understanding of the many Specially-Funded Programs.	0	1	2	3	4
3. To improve human relations.	0	1	2	3	4
4. To improve office procedures.	0	1	2	3	4
5. To improve business skills.	0	1	2	3	4
How helpful were the following workshop activities?					
6. Description of the Specially-Funded Projects (Lansu, Williams)	0	1	2	3	4
7. Typing Tips (Belote)	0	1	2	3	4
8. How to Succeed (Pfeiffer)	0	1	2	3	4
9. Telephone Usage (Finne)	0	1	2	3	4
10. Filing (Kelly)	0	1	2	3	4
11. Instructional Materials (Kennedy)	0	1	2	3	4

PLEASE USE REVERSE SIDE FOR ANSWERING 12 AND 13, AND FOR MAKING ADDITIONAL COM S.

104B

11-67

12. Do you feel this workshop will help you increase your personal effectiveness in your clerical work? Yes________ No________

13. What recommendation would you make for the Clerical In-service in 1968-1969?

Additional Comments:

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Secondary Subcomponent: Teacher Clerical Assistants

SEMESTER REPORT OF TEACHER

Date____________________

Name________________________ Department____________________ School__________________

PART I INSTRUCTIONS: According to our information, you have received clerical help from teacher clerical assistants working under provisions of ESEA in your school. Please place an X in the appropriate space below to indicate the extent to which you were able to devote additional time to preparation of instruction as a result of this clerical help

As a result of help received from teacher clerical assistants working under provisions of ESEA in my school I was able to devote:

_____ A great deal of additional time to planning of instruction.
(Please answer Part II below)

_____ Much additional time to planning of instruction
(Please answer Part II below)

_____ Some additional time to planning of instruction.
(Please answer Part II below)

_____ Little or no additional time to planning of instruction.

PART II INSTRUCTIONS: Give examples of two things you were able to accomplish which would not have been done without the aid of teacher clerical assistants:

1.

2.

Please complete and return this report to the Coordinator of Teacher Clerical Assistants within two days.

104C 12-67

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Secondary Subcomponent: Teacher Assistant Program

TEACHER QUESTIONNAIRE

________________Department________________________________School________________Date

According to our information, you have received assistance from the Teacher Assistant (TA) working under provisions of ESEA in your school. Please help us evaluate the value of this program by answering the items below.

1. Because of help received from the TA, I was able to devote (check only one):

   a. _____A great deal of attention to individual pupils

   b. _____Much attention to individual pupils

   c. _____Some attention to individual pupils

   d. _____Little or no attention to individual pupils

2. If you answered a, b, or c above, give examples of two ways the TA helped you which enabled you to give more help to the individual pupil.

   a. ____

   ____

   b. ____

   ____

3. As a result of help received from the TA, there was evidence of (check all that apply):

   a. ____Improved pupil achievement

   b. ____Improved pupil understanding of subject

   c. ____More pupil participation

   d. ____Increased class interest

4. General Comments: ____

____

____

____

____

____

Return address is on the back. Please fold, staple, and drop form in school mail by Friday, January 19, 1968.

1-68

105B

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Secondary Subcomponent: Teacher Assistant Program

TEACHER ASSISTANT REPORT

NAMES OF TEACHERS ASSISTED ______________, ______________ SCHOOL__________
name department

____
name department name department name department

Please describe the major types of teacher assistance you provided during the present semester (September 1967 - January 1968).

1. ____

2. ____

3. ____

4. ____

5. ____

6. ____

7. ____

General Comments: ____

____

____

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____

____

Return address is on the back. Please fold, staple, and drop form in school mail by Friday, January 19, 1968.

1-68

8

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

____
(For R&D Use Only)

ESEA Secondary Subcomponent: Teacher Assistant Program

INSERVICE EVALUATION

NOTE TO PARTICIPANTS: Your cooperation in carefully completing this evaluation will be appreciated and will be of value in planning for the future.

Check one: Teacher Assistant __________

Supervising Teacher Current __________ Future __________

Instructional Coordinator __________

Your current subject assignment: ______________________________

1. List the three most important responsibilities of the TEACHER ASSISTANT.

(a) ______________________________

(b) ______________________________

(c) ______________________________

2. Note the three most important responsibilities of the SUPERVISING TEACHER.

(a) ______________________________

(b) ______________________________

(c) ______________________________

3. Please make three constructive suggestions to IMPROVE THE USE OF THE TEACHER ASSISTANT.

(a) ______________________________

(b) ______________________________

(c) ______________________________

4. Identify three instances of misuse of the TEACHER ASSISTANT that should be CORRECTED.

(a) ______________________________

(b) ______________________________

(c) ______________________________

(Continued on reverse)

5. Please check appropriate answer.

	Yes	No
(a) Is Teacher Assistant assigned in his major academic field?	____	____
(b) Is Teacher Assistant assigned in his minor academic field?	____	____
(c) Is Teacher Assistant using techniques from his college classes?	____	____
(d) Is Teacher Assistant working on Teacher Assistant assignment <ins>at</ins> <ins>home</ins> as well as in school?	____	____
(e) Has Teacher Assistant had inservice or orientation prior to assignment to the classroom?	____	____

Where? ____

6. Indicate the ideal percent of time the Teacher Assistant should devote to the following (not all will necessarily apply).

(a) Clerical tasks ____%

(b) Creating tests ____%

(c) Giving tests ____%

(d) Grading tests ____%

(e) Room management ____%

(f) Teaching class ____%

(g) Audio-visual duties ____%

(h) Tutoring individuals ____%

(i) Tutoring small groups ____%

(j) Working for department chairman ____%

(k) Correcting papers ____%

(l) Counseling office ____%

(m) General school supervision ____%

(n) Other (specify) ______________ ____%

(o) Other (specify) ______________ ____%

100 %

7. Rank in order (1 to 5) the most effective uses of Teacher Assistant time.

(a) Working for only ONE teacher ____

(b) Working for TWO teachers ____

(c) Working for MORE THAN TWO teachers ____

(d) Working for DEPARTMENT CHAIRMAN ____

(e) Working for ADMINISTRATORS ____

8. Teacher Assistant only: Check each statement that applies to your assignment.

(a) Working for only ONE teacher ____

(b) Working for TWO teachers ____

(c) Working for MORE THAN TWO teachers ____

(d) Working for DEPARTMENT CHAIRMAN ____

(e) Working for ADMINISTRATORS ____

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Secondary Subcomponent: Instructional Materials Centers

INSERVICE WORKSHOP EVALUATION

NOTE TO PARTICIPANTS: Your cooperation in carefully completing this evaluation will be appreciated and will be of value in planning future workshops. For each question or item below, PLEASE CIRCLE ONE RESPONSE ONLY.

(1-5)	(Do not mark this item)	1 0 6 A
(6-9)	Workshop series and number	A01 A02 A03 A04 A05 A06 A07
(10)	Current assignment	1. junior high 2. senior high
(11)	Years of junior high teaching experience	0. under 1 2. 4-6 4. 10-12 6. 16 or more 1. 1-3 3. 7-9 5. 13-15
(12)	Years of senior high teaching experience	0. under 1 2. 4-6 4. 10-12 6. 16 or more 1. 1-3 3. 7-9 5. 13-15
(13)	Who primarily requested your participation in this workshop?	1. self 3. department chairman 2. principal 4. other ____________

SECTION A - TOPIC PRESENTATION

		Doesn't Apply	Of Little Help			Very Helpful
(14)	To what extent has the topic presentation of Don Marcotte helped you in the development of techniques in the use of overhead transparencies?	0	1	2	3	4
(15)	The presentation of the material by the leader was:	0	1	2	3	4

SECTION B - GENERAL EFFECTIVENESS

(16)	How effective was the planning organization of this workshop?	1. very ineffective 3. effective 2. ineffective 4. very effective

(continued on reverse)

(17) In planning future workshops:

Would you attend a workshop of this type again with pay but no salary credit? 1. yes 2. no

(18) Would you attend a workshop of this type again for salary credit only (no fee)? 1. yes 2. no

(19) Would you attend a workshop of this type again for no pay or salary credit? 1. yes 2. no

---

Which do you think would be preferable:

(20) Eight meetings after school for two hours each?

(21) Four meetings on Saturday mornings for four hours each?

SECTION C - GENERAL QUESTIONS

(A) What workshop technique did you find most valuable for the classroom?

____

____

____

____

____

(B) Do you feel that the number and variety of techniques presented in this workshop were:

(1) too few? (2) about right? (3) too many?

(C) In future workshops of this type, what do you think should be

(1) emphasized? ______________________________

____

____

(2) de-emphasized? ______________________________

____

____

(continued on next page)

(D) The following suggestions for improvement of the program are: ______________

____

____

____

____

____

(E) What were the most important insights you gained from the workshop?

____

____

____

____

____

(F) Of what value do you feel the techniques are to:

(1) A new teacher ______________________________

____

____

(2) An experienced teacher? ______________________

____

____

(G) Are you presently using Instructional Materials in your classes?

1. yes 2. no

(H) What is your primary current teaching field?

____

(I) How frequently have you used the services of the Instructional Materials Center?

(a) weekly (b) monthly (c) not at all

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Secondary Subcomponent: Instructional Materials Center

TEACHER USE OF IMC MATERIALS

Your cooperation in carefully completing this evaluation will be appreciated and will be of value in planning for the future. Please answer the following questions and immediately return by school mail to Research and Development. Fold in half and staple. Address is printed on the back of the last sheet.

Please respond to the items below. Place a check ✓ in the appropriate space.

(1) Have you used the services of the IMC in your school?

_____YES (If YES, please answer all questions below.)

_____NO (If NO, please answer only question 8.)

(2) I received specific help in the preparation or use of the following materials (check all items that apply):

_____Graphic (charts, letters, printing, signs)

_____Visual (slides, transparencies, models)

_____Audio (records, tapes, etc.)

_____Clerical

_____Other (specify) ____

____

____

(3) The IMC has assisted pupil learning by (check all that apply):

_____Providing concrete materials for pupils to manipulate.

_____Providing visual or other items that clarify explanations.

_____Providing enrichment materials beyond the normal scope of the course.

_____Other (specify) ____

____

____

(4) As a result of help received from the IMC in my school there was evidence of (check all that apply):

_____Increased class interest.

_____More student participation.

_____Improved understanding of subject.

_____Greater creative student response.

_____Other (specify) ______________________________

____

____

(5) Explain briefly the classroom use you made of two of the items prepared for you by the IMC. Please describe each item.

A. ____

____

____

B. ____

____

____

(6) Do you feel that a full time certificated instruction materials expert is needed as a member of the IMC staff?

_____ Yes _____ No

Why? ____

____

____

(7) Suggestions for improvement of IMC services.

A. Equipment

1. What equipment have you found most useful?

____

____

____

(continued on next page)

2. What additional equipment is most needed?

B. Services

1. What service have you found most useful?

2. What additional service is most needed?

	Little Help			Much Help
3. How helpful have been the services of the:				
(a) Instructional Media Technician	1	2	3	
(b) Illustrator	1	2	3	4

(8) If you have not used the services of the IMC please explain why not.

Return immediately by school mail to Office of Research and Development.
Fold in half and staple. Address is printed on the back of this last page.

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Secondary Subcomponent: Instructional Materials Centers

INSERVICE WORKSHOP EVALUATION

NOTE TO PARTICIPANTS: Your cooperation in carefully completing this evaluation will be appreciated and will be of value in planning future workshops. For each question or item below, PLEASE CIRCLE ONE RESPONSE ONLY.

1. Type of workshop in which you are participating:

(a) Beginning Workshop (b) Advanced Workshop

2. Current Assignment: (a) Junior High (b) Senior High

3. Years of Teaching: (a) Under 1 (b) 1-3 (c) 4-6 (d) 7-9 (d) 10+

4. Major Teaching Field: (a) English (b) Social Studies (c) Ind. Arts
(d) Home Ec. (e) Mathematics (f) Science
(g) Music (h) Business (i) P. E.
(j) Other ______________________

5. Are you presently using IMC materials in your class? (a) YES (b) NO

6. How frequently do you use IMC services? (a) Daily (b) Weekly (c) Bimonthly
(d) Monthly (e) Never

7. Who primarily requested your participation in this workshop?

(a) Self (b) Dept. Chair. (c) A-V Coordinator (d) Other _______________

Please rate the following from 1 to 4	Does not Apply	Ineffective			Effective
8. Overall rating of IMC Workshop	0	1	2	3	4
9. Presentation on use of carousel slide projector, filmstrip projector	0	1	2	3	4
10. Instruction in use of overhead projector	0	1	2	3	4
11. Presentation on use of tape recorder and record player	0	1	2	3	4
12. Individual assistance in preparing materials for classroom	0	1	2	3	4

(continued on reverse)

SECTION B - GENERAL QUESTIONS

A. Do you feel that it is necessary to have the instructional media technician, the illustrator and the clerk-typist present during the workshop? YES NO

B. What IMC technique did you find most valuable for the classroom?

C. Do you feel that the number and variety of techniques presented in this workshop were:

(a) Too few? (b) About right? (c) Too many?

D. Of what value do you feel the techniques are to:

(a) A new teacher

(b) An experienced teacher

E. What were the most important insights you gained from the workshop?

F. In future workshops of this type, what do you think should be

(a) Emphasized?

(b) De-emphasized?

G. The following suggestions for improvement of the Instruction Materials Center are:

H. Please comment on how well this evaluation instrument reflects the context of your workshop.

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Secondary component: Instructional Materials Center

PUPIL RATING SCALE

By completing this evaluation you will assist in planning for the future production and use of instructional materials.

What subject do you study in this class?____________________________

What grade are you in?________________ What is the date today?____________

What is the name of your teacher?____________________________

Your teacher will describe something which was used in your class for instruction. In one of these boxes, put an X to show how helpful this item was to you. Please do not put an X in more than one box.

Very Helpful	Helpful	Slightly Helpful	Not Helpful

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Secondary Component: Instructional Materials Center

TEACHER RATING OF INSTRUCTIONAL MATERIALS

Your cooperation in carefully completing this evaluation and in administering the Pupil Rating Scale will be appreciated and will be of value in planning for the future.

Instructions To Teacher For Completing The TEACHER RATING OF INSTRUCTIONAL MATERIALS.

According to the illustrator's log a/an ________________________ was made for your classroom use.

Answer the next two items for any one of your classes that used this IMC item.

What subject do you teach this class? ____________________

What is the grade level of this class? ____________________

Please put an X in the box below which best describes how helpful the above item was in improving class achievement.

Very Helpful	Helpful	Slightly Helpful	Not Helpful

Comments or suggestions: ____

____

____

____

Instructions To Teacher For Helping Pupils Complete PUPIL RATING SCALE

Please have the pupils in this class rate the item named above in terms of how helpful it was to them.

Give each pupil one rating sheet. Describe for your pupils the item made by the illustrator for your classroom use. Ask them to complete the pupil rating scale.

By June 4, 1968, return this sheet and the PUPIL RATING SCALES in school mail to:

OFFICE OF RESEARCH AND DEVELOPMENT
at EMERSON MANOR Room 7-106

106F

5-68

CONTROL NUMBER

MARK AT RIGHT ▶

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Secondary Component: Instructional Materials Center

TEACHER EVALUATION

In what department is your basic assignment? ________________

Have you used IMC services this semester? Yes_____ No_____

(If Yes, please answer only section A below. If No, please answer only section B)

GENERAL INSTRUCTIONS: In completing this form please use only a number two pencil and fill in the boxes neatly and completely. If you make a mistake, erase completely. Please do not fold or staple. In the block at the right top of this page write the three digit code number assigned your school in boxes 1-3 and blacken the appropriate number to the right.

		Under 1 year	1-3	4-5	7-9	10+ years
Years of teaching		0	1	2	3	4
A. IF YOU HAVE USED IMC SERVICES please rate the value of the following:		Doesn't Apply	No Value			Much Value
1. Graphic aids, e.g. charts, posters	1.	0	1	2	3	4
2. Visual aids, e.g. slides transparencies	2.	0	1	2	3	4
3. Audio aids, e.g. records, tapes	3.	0	1	2	3	4
4. Clerical assistance	4.	0	1	2	3	4
RATE THE VALUE OF IMC IN STIMULATING:						
5. Increased class interest	5.	0	1	2	3	4
6. More student participation	6.	0	1	2	3	4
7. Improved pupil understanding of subject	7.	0	1	2	3	4
8. Greater creative pupil response	8.	0	1	2	3	4
9. Other (specify)________________	9.	0	1	2	3	4

AFTER you have answered the above section, please turn to reverse side.

B. IF YOU HAVE NOT USED IMC SERVICES please mark the basic reason(s) in the zero column.

10. Not familiar with IMC program	10.	0
11. No need in my subject assignment	11.	0
12. Too busy to investigate use of IMC	12.	0
13. Feel IMC is of little or no value	13.	0
14. Do not know what help to ask for	14.	0
15. Other (specify) ______________	15.	0

AFTER you have answered the above section, please turn to reverse side.

106G

16. Please comment on the appropriateness of this instrument in reflecting IMC activities and services.

17. Other comments or suggestions:

DO NOT FOLD OR STAPLE. PLEASE RETURN THIS FORM TO THE IMC CLERK IN YOUR SCHOOL.

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Secondary Subcomponent: Student Achievement Center Counseling

MIDYEAR INFORMATION AND EVALUATION

Please complete the following based on your experience with SAC Counseling for the fall 1967 semester. The information requested in this form will be used to write a midyear progress report.

1. Please check: Junior high school _____ Senior high school _____

2. Number of pupils enrolled in SAC for the first time in September 1967:

   a. Basic Reading __________

   b. Reading Improvement __________

   c. College Capable __________

3. Number of pupils continuing in SAC from spring 1967:

   a. Basic Reading __________

   b. Reading Improvement __________

   c. College Capable __________

4. Number of 3rd semester pupils, if any:

   a. Basic Reading __________

   b. Reading Improvement __________

   c. College Capable __________

5. Total number of SAC-enrolled pupils

   a. Basic Reading __________

   b. Reading Improvement __________

   c. College Capable __________

Please rate the strengths and weaknesses of SAC Counseling at your school from your own point of view. Your comments are invited. Your replies will remain anonymous.

6. Is your counseling area adequate in size, location, ventilation, lighting, etc.? Yes___ No___

   Comments: ____

   ____

   ____

(continued on reverse)

7. Is there sufficient privacy? Yes___ No___

Comments: ____

____

8. Do you have a telephone? Yes___ No___

9. Do you have convenient access to the cumulative records of your counselees? Yes___ No___

Comments: ____

____

0. How much use have you made of your clerical overtime this year?

None	Little			All I Need
0	1	2	3	4

1. How much support do you feel that the SAC Counseling program has from these individuals?

	Don't Know	Little			Much
a. Principal	0	1	2	3	4
b. Vice-principals	0	1	2	3	4
c. Head Counselor	0	1	2	3	4
d. Other counselors	0	1	2	3	4
e. Teachers	0	1	2	3	4

Comments: ____

____

2. How related to SAC Counseling are the objectives as set forth in the Specifications?

	Not Determined at This Time	Remotely Related			Closely Related
a. To improve the pupil's self-image	0	1	2	3	4
b. To change (in a positive direction) the pupil's attitudes toward school and education.	0	1	2	3	4
c. To increase the pupils' expectations of success in school	0	1	2	3	4
d. To increase pupil awareness of vocational and education opportunities.	0	1	2	3	4
e. To identify specific assets and limitations relating to the learning process	0	1	2	3	4
f. To assist parents in understanding the educational program of the school	0	1	2	3	4

(continued on next page)

Questions 14 - 18 apply to your contacts with pupils who were being considered for starting the SAC program in the spring 1968 semester.

14. Pupils considered for intake:

a. Approximate total number of pupils considered __________

b. Number of intake interviews held __________

c. Number of diagnostic tests given (Wide Range Achievement, Gilmore Oral, Gray Oral, others) __________

d. Estimated hours spent with pupils in the intake process __________

15. Estimate number of staff conferences for intake to the SAC program (Vice-principals, counselors, teachers, etc.): __________

16. Number of parents contacted for intake purposes __________

Estimated hours for parent contacts __________

17. Cumulative records:

a. Number of cumulative records reviewed in the intake process __________

b. Estimated hours spent reviewing records __________

18. Programming for spring 1968 semester

a. Number of new SAC pupils programmed __________

b. Number of continuing SAC pupils programmed __________

c. Number of terminating SAC pupils programmed for regular classes __________

d. Total number of programs planned __________

19. Estimated hours spent in R&D evaluation activities

a. pre and post testing __________

b. Other records and reports __________

20. Please rate the value of the inservice training sessions which you have attended.	Didn't Attend - No Opinion	Of Little Value			Extremely Valuable
a. Group one (sensitivity)	0	1	2	3	4
b. Group two (operations and methods)	0	1	2	3	4
c. Joint meetings (with coordinators)	0	1	2	3	4

21. How many semesters, including this one, have you been a SAC Counselor? ____________

22. How many years of counseling experience did you have before becoming a SAC Counselor? ____________

Additional comments: ____

Comments on R&D evaluation techniques and instruments: ____

Please return the completed form to the Office of Research and Development no later than January 19, 1968.

OFFICE OF RESEARCH AND DEVELOPMENT
at EMERSON MANOR Room 7-107

(1-9) ____________________ (For R&D Use)   (10) 1. Boy   2. Girl (circle)

Name ____ Grade ______ Period ______ Date ______
(last)   (first)

Subject __________________ Teacher ____________________ School ____________________

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Secondary Counseling Subcomponents

PUPIL EXPECTANCY QUESTIONNAIRE

We would like to know what your educational plans may be for the future. Please fill in the blanks as shown here.

(11-12) Not counting this year, how many more years of schooling do you actually expect to receive? (Note: Remember not to count this school year.)

______ years

(13-14) Not counting this year, how many more years of schooling would you like to receive? (Note: Remember not to count this school year.)

______ years

Please list your school subjects below. Then write down the letter marks you will probably get in each subject, and the marks you should be able to earn. Do not include homeroom or lunch. Do not include citizenship marks (E, S, or U).

Subjects I Am Taking	Final Subject Marks I Will Probably Get	Final Subject Marks I Should Be Able To Earn (If I Do My Best)
____________________	(15) ___	(23) ___
____________________	(16) ___	(24) ___
____________________	(17) ___	(25) ___
____________________	(18) ___	(26) ___
____________________	(19) ___	(27) ___
____________________	(20) ___	(28) ___
____________________	(21) ___	(29) ___
____________________	(22) ___	(30) ___

(1-9)______________________(For R&D use)   (10) 1. Boy 2. Girl (Circle)

(11) Program: (Circle one) 1. Reading 2. College Capable   (12-13) Grade______

School______________________   Date______________________

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Secondary Component: SAC Counseling

PUPIL QUESTIONNAIRE

Please answer these questions.

(14) What did your SAC counselor do for you that helped you most this year?

____

____

____

____

____

	1	2	3
Has your SAC Counselor also:			
(15) talked with your teachers?	Yes____	No____	Not Sure____
(16) talked with your parents?	Yes____	No____	Not Sure____
(17) given you tests?	Yes____	No____	Not Sure____
(18) explained your test results?	Yes____	No____	Not Sure____
Have you talked to your SAC Counselor about:			
(19) educational planning (including your subjects for next year?	Yes____	No____	Not Sure____
(20) career planning?	Yes____	No____	Not Sure____
(21) improving report card grades?	Yes____	No____	Not Sure____
(22) other school problems?	Yes____	No____	Not Sure____
(23) personal problems?	Yes____	No____	Not Sure____
(24) finding ways to help you become more successful in school?	Yes____	No____	Not Sure____

When you finish, fold this form once and place it in the large envelope. It will be sent to:

OFFICE OF RESEARCH AND DEVELOPMENT
at EMERSON MANOR   Room 7-107

107D   5-68

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Secondary Subcomponent: Education and Guidance

MIDYEAR INFORMATION AND EVALUATION

Please complete the following based on your experience with the E&G program for the fall 1967 semester. The information requested in this form will be used to write a midyear progress report.

Answer those questions which apply to your responsibility.

Your comments are invited. Your replies will remain anonymous.

Please check your present position:

Consulting Counselor____ E&G Assistant Counselor____ E&G Teacher____

1. Is the physical setting (privacy, amount of room, light, etc.) provided for counseling E&G pupils adequate? Yes___ No___

   Comments: ____________________

   ____

2. Is the classroom setting (location, furniture, equipment, etc.) provided for teaching E&G pupils adequate? Yes___ No___

   Comments: ____________________

   ____

3. With how many different pupils will you have held individual interviews during this current semester (approximately)? Include intake interviews with E&G candidates as well as interviews with actual E&G pupils. ________

   Estimated hours involved________

4. E&G Teacher: Approximately how many conferences have you had this semester with the consulting counselor concerning E&G pupils? ________

5. E&G Teacher: Approximately how many conferences have you had with the E&G assistant counselor concerning E&G pupils? ________

6. On the average, how many class periods or hours a week do you estimate that you spend in actual pupil counseling interviews for E&G? Include time spent interviewing E&G candidates as well as actual E&G pupils. ________

7. Approximate the number of referrals for placement in the E&G program from these sources:

   a. Teachers ______ b. Vice-principals ______

   c. Counselors ______ d. Others ______ Total referred ______

(continued on reverse)

8. Approximately what percentage of your E&G time do you estimate that you spend performing the following activities for the screening and intake process?

a. Reviewing cumulative records ________%

b. Meeting with the Pupil Placement Committee ________%

c. Interviewing pupils for intake ________%

d. Contacting parents for intake (including telephone contacts) ________%

9. Approximately what percentage of your time do you estimate that you spend performing these follow-up activities for former E&G pupils?

a. Interviewing former E&G pupils who have been returned to the regular school program ________%

b. Holding conferences with parents, teachers, and staff members regarding former E&G pupils ________%

10. How well do you feel the Education and Guidance subcomponent is realizing the objectives which are set forth in the Specifications?	Not determined at this time	Very poorly			Very well
a. To improve study skills	0	1	2	3	4
b. To improve the children's self image	0	1	2	3	4
c. To change (in a positive direction) the children's attitudes toward school and education	0	1	2	3	4
d. To reduce the rate and severity of disciplinary problems	0	1	2	3	4
e. To identify specific assets and limitations relating to the learning process	0	1	2	3	4

11. Please rate the value of these inservice sessions as they relate to your performance in the E&G program:	Doesn't apply - did not attend	Of little value			Extremely valuable
a. Combined teacher and counselor sensitivity sessions	0	1	2	3	4
b. Counselor problem-solving session	0	1	2	3	4
c. Teacher-consulting counselor session on individualizing instructional techniques	0	1	2	3	4
d. Preparation of instructional materials (Meetings at Foshay Instructional Materials Center)	0	1	2	3	4

Additional comments: ______________________________

____

____

____

____

____

____

____

____

____

Comments on R&D evaluation techniques and instruments: ______________________________

____

____

____

____

____

Return address is on the back of this page. Fold, staple and return completed form no later than January 19, 1968.

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Secondary Component: Education and Guidance

COUNSELOR-TEACHER RATING SCALE

Please complete this evaluation on the basis of your experience in this component. Your frank and complete responses will be greatly appreciated.

1. School assigned________________

2. Circle your position: Assistant Counselor Teacher Consulting Counselor

3. Years of counseling experience (circle one only):

A. less than 1
B. 1-3
C. 4-6
D. 7-10
E. over 10
F. none

4. Years of teaching experience (circle one only):

A. less than 1
B. 1-3
C. 4-6
D. 7-10
E. over 10

(circle one number only)

Please indicate the value of this program in terms of:	Doesn't Apply	Little Value			Much Value
5. improving the achievement levels of pupils in specific subject areas.	0	1	2	3	4
6. improving pupils' study skills.	0	1	2	3	4
7. improving pupils' self-images.	0	1	2	3	4
8. improving pupils' attitudes toward school and education.	0	1	2	3	4
9. reducing the rate and severity of disciplinary problems.	0	1	2	3	4
10. identifying specific assets and limitations relating to the learning process.	0	1	2	3	4

(circle one number only)

The following were indicated as problems at mid-year. To what extent are these still problems?	Doesn't Apply	None			Much
11. Lack of sufficient time for teacher-preparation.	0	1	2	3	4
12. Lack of follow-ups on E&G pupils who left the program.	0	1	2	3	4
13. Abundance of clerical tasks.	0	1	2	3	4
14. Teacher transfers out of the E&G program.	0	1	2	3	4
15. Lack of sufficient working space for counselors.	0	1	2	3	4

16. Briefly describe the strengths and weaknesses of this program.

17. Please comment on the appropriateness of this form for evaluation.

Please return completed form in school mail by June 5, 1968, to:

OFFICE OF RESEARCH AND DEVELOPMENT
at EMERSON MANOR Room 7-108

108B

5-68

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Secondary Component: Group Counseling

PUPIL QUESTIONNAIRE

(1-9)______________(for R&D use) (10) 1. Boy 2. Girl (circle)

School______________________________ (11-12) Grade__________ Date__________________

We would like to know how group counseling has helped you. Please complete the items below.

(13) Tell, in your own words, what group counseling has done for you this year.

____

____

____

____

____

____

____

____

Make an X in the box that shows how much you agree with these sentences about group counseling.	0 Not sure	1 Disagree	2 Agree a little	3 Agree mostly	4 Agree strongly
(14) I can talk to my group counselor about anything that bothers me.					
(15) Group counseling helps students to improve their attitudes toward school and education.					
(16) The group counselor does not understand young people like me.					
(17) Students who have been in group counseling are likely to behave better in school.					
(18) My group counselor really listens to my problems.					
(19) It would be better to talk to the counselor alone than in a group.					

	0 Not sure	1 Disagree	2 Agree a little	3 Agree mostly	4 Agree strongly
(20) More students should have a chance to be in group counseling.					
(21) The only thing that I got out of group counseling was that I got out of class to go to it.					
(22) Group counseling helps you to have better feelings about yourself.					
(23) Group counseling has helped me feel I can get better grades.					
(24) Group counseling has helped me to handle my other problems better.					
(25) The discussions in group counseling don't help students much. They are mostly a waste of time.					

(26) Do you think answers to this questionnaire will show what is important about group counseling? Yes_____ 1 No_____ 2 Not sure_____ 3

Please explain: ______________________________

____

____

____

(27) Is this questionnaire easy to understand? Yes_____ 1 No_____ 2 Not sure_____ 3

(28) If you checked "No" above, please write the numbers of the questions which gave you trouble.

____

____

____

When you finish, please check back to be sure you have answered all the questions. Fold this form once and put it in the big envelope which will be sent to:

OFFICE OF RESEARCH AND DEVELOPMENT
at EMERSON MANOR Room 7-109

109A

5-68

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Secondary Subcomponent: Group Counseling

COUNSELOR EVALUATION

Please rate the strengths and weaknesses of group counseling at your school from your own point of view. Your responses will be used to write a midyear progress report.

Your comments are invited. Do not sign this form. Your replies will remain anonymous.

Please check: Junior high school ______ Senior high school ______

1. Is the setting provided for group meetings adequate in size, ventilation, lighting, etc.?

Yes___ No___

Comments: ____________________

____

2. Is there sufficient privacy? Yes___ No___

Comments: ____________________

____

3. Do you have a telephone? Yes___ No___

4. How much use have you made of your clerical overtime this year?

None	Some			All I need
0	1	2	3	4

Comments: ____________________

____

5. Are you invited to participate in regular Counseling Staff meetings? Yes___ No___

Comments: ____________________

6. How do you rate your working relationship with the Counseling Staff at your school?

Don't wish to state	Poor			Excellent
0	1	2	3	4

7. How much support do you feel that the group counseling program has from these staff members?

	Don't know	Some			Much
a. Principal	0	1	2	3	4
b. Vice-principals	0	1	2	3	4
c. Head Counselor	0	1	2	3	
d. Other counselors	0	1	2		
e. Teachers	0	1	2	3	4

Comments: ____

____

8. In general, how well do you feel the group counseling program is being accepted by others?

	Don't know	Poorly accepted			Accepted very well
a. By counselees	0	1	2	3	4
b. By parents of counselees	0	1	2	3	4
c. By other pupils	0	1	2	3	4
d. By teachers	0	1	2	3	4

Comments: ____

____

9. How much do you feel the community is aware of the group counseling program (excluding counselees' parents)?

Don't know	Very little			Very much
0	1	2	3	4

10. Have you planned to have any group meetings with parents this school year? Yes___ No___

11. How many group meetings with parents have you actually held?

(circle) 0 1-2 3-5 6-9 10 or more

12. Do you have group counseling sessions with teachers? Yes___ No___

13. If "Yes", how many meetings have you held? _________

14. How related to your group counseling are the objectives as set forth in the Specifications?

	Not determined at this time	Remotely related			Closely related
a. To improve the children's self-image	0	1	2	3	4
b. To change (in a positive direction) the children's attitudes toward school and education	0	1	2	3	4
c. To increase the children's expectations of success in school	0	1	2	3	4
d. To improve pupils' attitudes toward authority figures in school and community	0	1	2	3	4
e. To reduce the rate and severity of disciplinary problems	0	1	2	3	4
f. To assist parents in understanding the social and emotional needs of adolescents	0	1	2	3	4

(continued on next page)

Comments: ____

____

15. With how many different pupils will you have held individual interviews by the end of this semester (approximately)? Include screening and intake interviews as well as those with group counselees. ________

16. What is the total number of individual interviews that you estimate you will have held by the end of the semester with your group counselees only? ________

17. Please estimate the number of pupil referrals to group counseling from these sources:

a. Teachers	________	b. Vice-principals	________
c. Counselors	________	d. Registrar	________
e. Other schools	________	f. Other	________

Approximate total referred ________

19. Please rate the value of the inservice training sessions which you have attended.

Don't know	Little value			Extremely valuable
0	1	2	3	4

Comments: ____

____

20. For how many semesters, including this one, have you been a group counselor? ________

21. How many years of counseling experience did you have before becoming a group counselor? ________

Additional comments: ____

____

____

____

Comments on R&D evaluation techniques and instruments: ____

____

____

____

Return no later than January 19, 1968 to:

OFFICE OF RESEARCH AND DEVELOPMENT
at EMERSON MANOR Room 7-109

(1-9)________________
(R&D use only)

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Secondary Component: Group Counseling

PARENT QUESTIONNAIRE

Dear Parent or Guardian:

This semester your son or daughter has been enrolled in a specially funded group counseling program. By answering the questions below you will help us in planning this program for next year. You need not sign your name on this form.

		1	2	3
(10)	Do you feel the group counseling discussions were helpful to your child?	Yes____	No____	No opinion____
(11)	Have you noticed any change in his attitude?	Yes____	No____	No opinion____
(12)	If you answered item 11 "Yes", do you feel these changes are for the better?	Yes____	No____	No opinion____
(13)	Have there been any recent changes in his behavior around home and in other out-of-school situations?	Yes____	No____	No opinion____
(14)	If you answered item 13 "Yes", do you feel these changes are for the better?	Yes____	No____	No opinion____
(15)	Do you feel that parents need more information about this group counseling program?	Yes____	No____	No opinion____
(16)	Have you talked to your child's group counselor?	Yes____	No____	How many times?____
(17)	If you answered item 16 "No", would you like an opportunity to talk with your child's group counselor?	Yes____	No____	No opinion____
(18)	Were you in a parent group led by your child's group counselor this year?	Yes____	No____	

(19) If you were in a parent group, please show how much help you received from the discussions. Check the one phrase below which best applies.

No opinion_____	No help_____	Little help_____	Some help_____	Much help_____
0	1	2	3	4

(over)

(20) Please use the space below or attach additional pages for any comments on this program that you wish to make.

____

____

____

____

____

____

(21) If you were not in a parent group, would you be interested in joining one to discuss the social and emotional needs of adolescents with a school counselor?

Yes_____ 1   No_____ 2

(22) If you answered item 21 "Yes", and such a group were started, what time would be best for you to meet?

During school hours?_____ 1   Late afternoon (3 to 5)?_____ 2   Evening?_____ 3

Please have your child return this form to the group counselor tomorrow, or you may mail it directly to:

OFFICE OF RESEARCH AND DEVELOPMENT
Room 7-109
8810 Emerson Avenue
Los Angeles, California 90045

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Secondary Subcomponent: Exploratory Work Experience Education

PUPIL EVALUATION

Please answer the following questions relating to your EWEE participation.

Name______________________________Grade________School______________________________

Your high school major ____

1. What are the names of the firms where you worked in EWEE? ______________________
____

2. To how many different work stations were you assigned? __________

3. Name as many of these work stations as you can remember: ______________________
____
____
____

4. Which work stations were most closely related to your high school major?
____
____

5. Which work stations were most interesting and helpful to you?
____
____

	None	Some		Very Much
6. How much do you feel that your high school courses have helped in preparing you for working successfully on a job? (circle one)	1	2	3	4
7. How much do you feel that your EWEE experiences have helped in preparing you for working successfully on a job? (circle one)	1	2	3	4

8. You have had several different job experiences in EWEE. Have these jobs made you want to change any of the high school courses you were planning to take? Yes___ No___

Comments:____
____

(continued on reverse)

9. Did your EWEE experience give you any new ideas about your job future? Yes___ No___

Comments: ____

____

10. Have you talked with a counselor about your EWEE experience? Yes___ No___

Comments: ____

____

11. Have you talked about your EWEE experience with other members of your family? Yes___ No___

What did they say about it? ____

____

____

12. How have your ideas about the importance of an education changed because of your EWEE experiences?

More important now?_____ Less important now?_____ No change?_____

Please explain: ____

____

____

13. Do you feel that you, as an adult, would have a chance of getting a job in an industry like the ones you were assigned to in EWEE? Yes___ No___

Comments: ____

____

14. Do you think you will use what you learned in EWEE? Yes___ No___

How? ____

____

15. Would you make any changes in EWEE to make it better for others? Yes___ No___
If you said "Yes", please tell what you would change.

____

____

____

When you finish, please fold this form and place it in the envelope provided. The counselor will send it to the Office of Research and Development.

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Secondary Subcomponent: Exploratory Work Experience Education

SAC COUNSELOR EWEE EVALUATION

Please complete this form as it relates to your counseling responsibilities for the EWEE program. Your responses will be used to write a midyear progress report.

1. How many pupils were enrolled in the EWEE program for credit in the fall 1967 semester? Boys __________ Girls __________

2. Approximately how many separate pupil interviews do you estimate you held during the fall 1968 semester for the EWEE program? Please count all EWEE related interviews (i.e., for both fall and spring EWEE programming including those with pupils who did not actually enroll). __________

3. How many class periods or hours do you estimate you have given to the EWEE program during the fall 1967 semester? __________

4. How much support do you feel that SAC counseling can give to the EWEE objectives as the program now is set up?

	Not determined at this time	Little support		Much support	
a. To improve the children's self image	0	1	2	3	4
b. To change (in a positive direction) the children's attitude toward school and education	0	1	2	3	4
c. To increase pupil awareness of vocational and educational opportunities	0	1	2	3	4
d. To improve pupil attitudes toward employee responsibilities	0	1	2	3	4
e. To improve the holding power of schools (to decrease the dropout rate)	0	1	2	3	4

5. What is the approximate total of interviews you have had this semester with EWEE enrolled pupils to discuss their experiences in EWEE? __________

6. Please make any comments or suggestions you care to regarding the value of the EWEE program and its relation to SAC counseling. Use reverse side for additional space.

____

____

____

Please return the completed form no later than January 19, 1968, to:

OFFICE OF RESEARCH AND DEVELOPMENT
at EMERSON MANOR Room 7-110

1/68

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Secondary Component: Career Guidance

INSERVICE WORKSHOP EVALUATION

Please complete the following:

(1) Your current school responsibilities: (Fill in the number of periods per day for each)

a. Teaching tenth grade guidance ____________ periods

b. Counseling (assistant counselor or grade adviser) ____________ periods

c. Other ______________________________ ____________ periods

(2) Your requested assignment for September 1968 in a SAC school:

a. Teaching tenth grade guidance ____________ periods

b. Counseling ____________ periods

c. Other ______________________________ ____________ periods

Rate the value of these sessions of the Career Guidance Workshop:

	Sessions	Topics - Participants	Did not attend	Little value			Much value
			0	1	2	3	4
(3)	1	Orientation: ESEA programs, introduction to career guidance					
(4)	2	Display of materials and equipment	0	1	2	3	4
		Graduation requirements (Janice Goldblum)	0	1	2	3	4
(5)	3	Minority group attitudes/Watts Skill Center (Lowell Cleaver or Ted Kimbrough)	0	1	2	3	4
(6)		Career guidance related to English as a second language (Phil Hernandez)	0	1	2	3	4
(7)	4	Advisement Service, interest inventories, guidance procedures (Ruby Tyson)	0	1	2	3	4
(8)	5	Group dynamics (Herb Blavat, Nate Jackson, Tony Nunn, Dave Rappoport)	0	1	2	3	4
(9)	6	Group discussion: follow-up to session 5 and local crisis concerns	0	1	2	3	4
(10)		D. O. T. (Gene Kocol)	0	1	2	3	4
(11)	7	Exploratory Work Experience Education (Nate Jackson or EWEE student panel)	0	1	2	3	4
(12)	8	Multi-media techniques--demonstration	0	1	2	3	4
(13)	9	Multi-media techniques--practical application	0	1	2	3	4
(14)	10	Simulation--Life Career Game (Dr. Varenhorst and student panel)	0	1	2	3	4

	Did not attend	Little value			Much value
Special sessions					
(15) McDonnell Douglas field trip	0	1	2	3	4
(16) Pacific Telephone field trip	0	1	2	3	4
In your opinion what is the value of the Career Guidance Workshop in relation to:					
(17) The teaching of tenth grade guidance?		1	2	3	4
(18) Counseling for educational and career choices?		1	2	3	4
(19) The guidance function of the classroom teacher of any subject?		1	2	3	4

(20) Your comments on any aspect of the workshop:

(21) Please comment on the appropriateness of this instrument as a collector of workshop participants' opinions:

Please return the completed form in school mail no later than:

MAY 31, 1968

TO: OFFICE OF RESEARCH AND DEVELOPMENT
at EMERSON MANOR Room 7-111

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Secondary Component: Dropout Guidance

DROPOUT COUNSELOR EVALUATION

Please evaluate the dropout guidance component. Your comments on its strength and weaknesses will be helpful in developing next year's program.

1. Is your counseling area adequate in size, location, ventilation, lighting, etc.? Yes _____ No _____

2. Is there sufficient privacy? Yes _____ No _____

3. Comments on the physical setting: ______________________________

Describe your counseling activities below as they relate to the objectives for dropout guidance (use additional pages if you wish):

4. Improve self-image: ______________________________

5. Change attitudes toward school and education: ______________________________

6. Increase awareness of vocational and educational opportunity: ______________________________

7. Improve holding power of the schools: ______________________________

(over)

8. What do you see as the strengths of the dropout guidance program as it is now operating? ______________________________

9. What weaknesses do you see in the program? ______________________________

Three inservice meetings have been held this semester. Please rate how helpful these meetings were to you.

	Meetings	Did not attend	Little help			Very helpful
10.	A	0	1	2	3	4
11.	B	0	1	2	3	4
12.	C	0	1	2	3	4

13. Comments on inservice: ______________________________

14. Please comment on the appropriateness of R&D evaluation instruments: ______________________________

Please return the completed form in school mail no later than:

JUNE 10, 1968

To:

OFFICE OF RESEARCH AND DEVELOPMENT
at EMERSON MANOR Room 7-112

5-68

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Secondary Component: Dropout Guidance

EVALUATION BY ADMINISTRATORS

Principals of High Schools and Adult Schools with Dropout Guidance Centers:

Your cooperation is asked in rating the Dropout Guidance Center and in commenting on its value and effectiveness.

1. Based on your observations and knowledge of the program, please rate the overall effectiveness of dropout counseling.

No opportunity to observe	Not Effective			Very Effective
0	1	2	3	4

The objectives of dropout counseling are to:

-improve the children's self-image

-change (in a positive direction) the children's attitudes toward school and education

-increase pupil awareness of vocational and educational opportunities

-improve the holding power of schools (to decrease the dropout rate)

2. Please describe the impact of the dropout counseling program in your school as it relates to these objectives.

3. Have you observed any weaknesses in this program? Please comment.

4. Please comment on the appropriateness of this evaluation instrument as a collector of administrators' opinions.

____

____

____

____

5. Additional comments?

____

____

____

____

Please return the completed form in school mail no later than June 7, 1968, to:

OFFICE OF RESEARCH AND DEVELOPMENT
at EMERSON MANOR Room 7-112

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Secondary Subcomponent: Music

PUPIL RATING SCALE

Please print the following:

Pupil's name ______________________ Date of event ______________

Name of teacher who asked pupil to complete this form ______________________ School ______________

(1-4)	(Do not mark this item)	1 1 3 A
(5-7)	School code number	___ ___ ___
(8-9)	Grade (circle one)	01. B7 04. A8 07. B10 10. A11 02. A7 05. B9 08. A10 11. B12 03. B8 06. A9 09. B11 12. A1
(10)	Sex (circle)	1. boy 2. girl
Number of semesters you have taken each of the following classes in junior and senior high school, including this semester:		
(11)	General music (circle one)	1 2
(12)	Glee club, chorus, choir, or vocal ensemble (circle one)	1 3 5 7 9 or more 2 4 6 8
(13)	Instrumental class, band, or orchestra (circle one)	1 3 5 7 9 or more 2 4 6 8
(14)	World of music, music history, harmony, piano, or organ (circle)	1 2 3 4 5 or more
(15-16)	Event number	___ ___
(17)	Type of event (circle one)	1. rehearsal 2. performance
(18)	Location of event (circle one)	1. at my school 4. at the Music Center 2. at another school 5. at the Shrine Aud. 3. at a college 6. other ________
(19)	Type of group (circle one)	1. strings 5. opera 2. woodwinds 6. chorus, choir 3. brass 7. orchestra 4. vocal solo 8. band 9. mixed

	1	2	3	4
(15) How desirable is it for pupils to be able to hear conductors' instructions to musicians during a rehearsal?	not desirable	un-important	desirable	very desirable
(16) Approximately how much time in minutes was allocated to a tour of the facilities?	none	10-25	30-45	50 or more
(17) Approximately how much time in minutes should be allocated to a tour of the facilities for this event?	none	10-25	30-45	50 or more
(18) How effective was the guide for the tour? (omit if no tour)	very ineffective	in-effective	effective	very effective

SECTION B - ON-CAMPUS EVENTS ONLY

(19) To what extent should on-campus music events of this type be limited to pupils enrolled in music classes?	not limited to music pupils	limited to pupils enrolled in a music class	limited to pupils consistently enrolled in music classes	limited to music majors
(20) How was the pupil audience conduct during the event?	poor	fair	good	excellent
(21) What was the pupil audience reaction to the event (classes other than yours)?	very negative	negative	positive	very positive

SECTION C - APPLICABLE TO ALL ESEA MUSIC EVENTS

(22) How complete was advance information about the nature of the program?	very incom-plete	in-complete	complete	very complete
(23) How accurate was advance information about the nature of the program?	very inaccurate	in-accurate	accurate	very accurate
(24) What was the reaction of most of your music pupils after class discussion of the event?	very negative	negative	positive	very positive

PLEASE WRITE ANY COMMENTS YOU WISH TO MAKE, INCLUDING RECOMMENDATIONS AND SUGGESTIONS FOR IMPROVING FUTURE EVENTS OF THIS TYPE AND COMMENTS REGARDING THIS EVALUATION FORM. ATTACH AN EXTRA SHEET OF PAPER IF MORE SPACE IS NEEDED.

Please complete and return this form to the Music Department Chairman within two days after the event.

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Secondary Subcomponent: Music

TEACHER RATING SCALE

Name ______________________ School ____________ ____Date of event__________

Please write in or circle appropriate response.

(1-4)	(R & D use only)	1 1 3 B
(5-7)	School code number	___ ___ ___
(8-9)	Event number (same as day of month on which event was given)	___ ___
(10)	Type of event	1. rehearsal 2. performance
(11)	Location of event	1. at this school 2. another L.A. school 3. at a college 4. at the Music Center 5. at the Shrine Aud. 6. other ________
(12)	Type of group	1. strings 2. woodwinds 3. brass 4. vocal solo 5. opera 6. chorus,choir 7. orchestra 8. band 9. mixed
(13)	Approximate number of days of advance notice you received for this event	1. 1-3 2. 4-6 3. 7-9 4. 10-12 5. 13-15 6. 16-18 7. 19-21 8. 22 or mor
(14)	Minimum number of days of advance notice you should have received	1. 1-3 2. 4-6 3. 7-9 4. 10-12 5. 13-15 6. 16-18 7. 19-21 8. 22 or mor

FOR EACH ITEM IN SECTIONS A, B, AND C, PLEASE CIRCLE THE WORD OR WORDS WHICH BEST DESCRIBE YOUR REACTION.

SECTION A - OFF-CAMPUS EVENTS ONLY

		1	2	3	4
(10)	To what extent should off-campus music events of this type be limited to pupils enrolled in music classes?	not limited to music pupils	limited to pupils enrolled in a music class	limited to pupils consistently enrolled in music class	limited to music majors
(11)	How satisfactory was bus scheduling?	very unsatisfactory	unsatisfactory	satisfactory	very satisfactory
(12)	How satisfactory was the seating arrangement for pupils during the event?	very unsatisfactory	unsatisfactory	satisfactory	very satisfactory
(13)	How was your pupils' conduct before and after the event (including conduct on the bus)?	poor	fair	good	excellent
(14)	To what extent were your pupils distracted by conduct of pupils from other schools?	much	some	little	none

		1	2	3	4
(15)	How desirable is it for pupils to be able to hear conductors' corrections to musicians during rehearsal?	not desirable	un-important	desirable	very desirable
(16)	Approximately how much time in minutes was allocated to a tour of the facilities?	none	10-25	30-45	50 or more
(17)	Approximately how much time in minutes should be allocated to a tour of the facilities for this event?	none	10-25	30-45	50 or more
(18)	How effective was the guide for the tour? (omit if no tour)	very ineffective	in-effective	effective	very effective

SECTION B - ON-CAMPUS EVENTS ONLY

(19)	To what extent should on-campus music events of this type be limited to pupils enrolled in music classes?	not limited to music pupils	limited to pupils enrolled in a music class	limited to pupils consistently enrolled in music classes	limited to music majors
(20)	How was the pupil audience conduct during the event?	poor	fair	good	excellent
(21)	What was the pupil audience reaction to the event (classes other than yours)?	very negative	negative	positive	very positive

SECTION C - APPLICABLE TO ALL ESEA MUSIC EVENTS

(22)	How complete was advance information about the nature of the program?	very incomplete	in-complete	complete	very complete
(23)	How accurate was advance information about the nature of the program?	very inaccurate	in-accurate	accurate	very accurate
(24)	What was the reaction of most of your music pupils after class discussion of the event?	very negative	negative	positive	very positive

PLEASE WRITE ANY COMMENTS YOU WISH TO MAKE, INCLUDING RECOMMENDATIONS AND SUGGESTIONS FOR IMPROVING FUTURE EVENTS OF THIS TYPE AND COMMENTS REGARDING THIS EVALUATION FORM. ATTACH AN EXTRA SHEET OF PAPER IF MORE SPACE IS NEEDED.

Please complete and return this form to the Music Department Chairman within two days after the event.

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Secondary Subcomponent: Music

REPORT OF MUSIC DEPARTMENT CHAIRMAN

This report is to be completed for each ESEA music event which any pupils from this school attend during a designated period of time. Each Music Department Chairman will be notified by the Office of Research and Development as to the period of time applicable to his school. This sampling technique eases the burden on each participating school; however, it is very important that the evaluation be conducted according to the instructions since only 4 of 24 schools are reporting each month.

Chairman's name ____________ School ____________ Code number ____________

Date of event ____________ Location of event ____________ Performing group ____________

Approximate number of days of advance notice you received for this event: ____________

INSTRUCTIONS: Enclosed is a supply of Form 113A, Pupil Rating Scale; Form i113A, Instructions to Teachers for Administering the Pupil Rating Scale; and Form 113B, Teacher Rating Scale. Forms 113A and 113B are to be completed after attendance at the applicable event. Please check the number of forms received and if not sufficient, request additional forms from the secondary section, Office of Research and Development at Emerson Manor (telephone 776-6020).

Use of Form 113A, Pupil Rating Scale: Each pupil enrolled in any music class who attends an ESEA music event during a preselected period of time is to be asked to complete Form 113A as soon after the event as practicable. Department chairmen are asked to coordinate the administering of the rating scales, since each pupil (including those enrolled in more than one music class) is to complete only one form for each event. Some pupils not enrolled in any music class, but who attend an ESEA music event, will also be asked to complete Form 113A, as follows:

> Senior high schools: All pupils attending who are enrolled in either of two World of Art classes. The two World of Art classes used in the evaluation will be randomly selected by the Office of Research and Development. Music pupils enrolled in either of these two classes should not complete Form 113A as members of these classes, since they will complete the forms in their music classes.
>
> Junior high schools: All pupils attending who are enrolled in either a seventh grade art class or an eighth grade typing class. If there is more than one of these classes, the classes used in the evaluation will be randomly selected by the Office of Research and Development. Music pupils enrolled in either of these two classes should not complete Form 113A as members of these classes, since they will complete the forms in their music classes.

An adequate supply of pupil forms is to be given to each teacher of selected music or non-music classes. All unused and completed pupil forms are to be returned to the Music Department Chairman.

Use of Form i113A, Instructions to Teachers for Administering the Pupil Rating Scale: One form should be given to each teacher who is to have a class complete Form 113A.

113C

[illegible] Form 113B, Teacher Rating Scale: Each music teacher (including chairmen of music departments) who attends an ESEA music event during the preselected period of time is to be asked to complete Form 113B. All completed copies of Form 113B are to be returned to the Music Department Chairman.

ATTENDANCE OF PUPILS:

Approximate number of music pupils (enrolled in at least one music class) attending event: ______

Approximate number of non-music pupils attending event who are requested to complete pupil rating scales:

World of art class: Teacher ______________ Period _____ Number of pupils: _____

World of art class: Teacher ______________ Period _____ Number of pupils: _____

Grade 7 art class: Teacher ______________ Period _____ Number of pupils: _____

Grade 8 typing class: Teacher ______________ Period _____ Number of pupils: _____

Approximate total number of pupils asked to complete Form 113A: _____

Approximate total pupil attendance at this event: _____

ATTENDANCE OF MUSIC TEACHERS:

Name ______________________ Name ______________________

Name ______________________ Name ______________________

Name ______________________ Name ______________________

COMMENTS AND RECOMMENDATIONS: Please write any comments you wish to make, and list suggestions and recommendations for improving future music events of this type. If you wrote comments on Form 113B, please do not duplicate here.

Within 5 days after the event, please return all unused and completed forms via school mail to:

OFFICE OF RESEARCH AND DEVELOPMENT
EMERSON MANOR Room 7-113

10/67

113C

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Secondary Component: Music

TEACHER EVALUATION

o teachers: Your cooperation in carefully completing this evaluation will be appreciated nd will be of value in planning future activities. For each numbered item below, please circle the appropriate response.

(1-7) (Do not mark this item) 1 1 3 D

(8) Your music teaching speciality: 1. instrumental 2. theory 3. vocal 4. other_________

Your recommendations for this component in terms of future enrichment for pupils:	No opinion	Eliminate	Decrease	No change	Increase
Locations of programs					
(9) On campus programs	0	1	2	3	4
(10) Off campus programs (Music Center)	0	1	2	3	4
(11) Off campus programs (Shrine Aud.)	0	1	2	3	4
(12) Off campus programs (at colleges)	0	1	2	3	4
(13) Off campus programs (Free tickets to various events)	0	1	2	3	4
Types of programs (concerts)					
(14) Violin soloists	0	1	2	3	4
(15) String ensembles	0	1	2	3	4
(16) Woodwind ensembles	0	1	2	3	4
(17) Brass ensembles	0	1	2	3	4
(18) Percussion ensembles	0	1	2	3	4
(19) Orchestras	0	1	2	3	4
(20) Bands	0	1	2	3	4
(21) Vocal soloists	0	1	2	3	4
(22) Vocal ensembles	0	1	2	3	4
(23) Choruses, choirs, glee clubs	0	1	2	3	4
(24) Opera workshops	0	1	2	3	4
(25) Dance programs	0	1	2	3	4
(26) Other:________________	0	1	2	3	4

113D

	Types of programs (rehearsals)	No opinion	Elimi- nate	De- crease	No change	In- crease
27)	Symphony orchestras	0	1	2	3	4
(28)	College orchestras	0	1	2	3	4
29)	College bands	0	1	2	3	4
30)	Vocal groups	0	1	2	3	4

Please answer the following questions:

31) What should be done to improve the ESEA music program?

(32) State in what manner the ESEA music component has contributed to the cultural enrichment of disadvantaged pupils.

(33) Please list any constructive suggestions for improving the required evaluation of this component.

PLEASE COMPLETE AND RETURN TO YOUR DEPARTMENT CHAIRMAN WITHIN TWO DAYS.

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Secondary Subcomponent: Art

PUPIL RATING OF ARTMOBILE

Please print the following:

Pupil's name____________________ Date of visit________________

Name of teacher who asked pupil to complete this form____________________ School________________

(1-4) (Do not mark this item)	1 1 4 A
(5-7) School code number	__ __ __
(8) Class code number	____
(9) Grade (circle one)	1. 7 2. 8 3. 9 4. 10 5. 11 6. 12
(10) Sex (circle)	1. boy 2. girl
(11) Time of visit (circle)	1. morning 2. afternoon
(12) Day of visit (circle)	1.Mon. 2.Tues. 3.Wed. 4.Thurs. 5.[illegible]i.
(13) How many times have you visited this Artmobile exhibit? (circle one)	1 2 3 4 5 or more
(14) How many semesters in junior and senior high have you taken art? (circle)	1 2 3 4 5 6 7 8 9 or more
(15) Are you now enrolled in an art class in your school (circle one)	1. yes 2. no
(16) Are you an art major? (circle one)	1. yes 2. no

IN SECTIONS A, B, AND C BELOW, PLEASE PLACE AN X IN ONE OF THE BOXES TO THE RIGHT OF EACH ITEM OR QUESTION TO SHOW HOW YOU FEEL ABOUT IT.

SECTION A

How did you like the following art works displayed in the Artmobile?

Title	Artist	Artist Number	I don't remember it 0	I disliked it very much 1	I disliked it 2	I liked it 3	I liked it very much 4
(17) "Daruma Box"	R. Chavez	3					
(18) "American Girl"	G. Duran	7					
(19) "Landscape"	J. Mugnaini	20					
(20) "Give the Gang"	S. Corita	4					
(21) "Wild Boar"	W. Pajaud	25					
(22) "Crowning Glory"	H. Evjenth	9					

114A

SECTION B

ince visiting the Artmobile:	very little 1	little 2	much 3	very much 4
23) How much more do you feel you know about art?				
(24) How much more interest do you have in art and artists?				
25) How much do you think the classroom material and bulletin board display helped you understand the Artmobile?				
(26) How much would you like to visit another Artmobile exhibit?				
(27) How much would you like to have one of the works of art in the Artmobile?				

SECTION C

ow many works of art in the Artmobile:	none 1	few 2	some 3	many 4
(28) Were difficult to understand?				
29) Made you feel worried, sad, afraid, or angry?				
30) Made you smile, feel good, or feel happy?				

SECTION D

lease write any comments you wish to make about the Artmobile.

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Secondary Subcomponent: Art

TEACHER RATING OF ARTMOBILE

Name________________________School________________________

Date of class visit to Artmobile________________Date today________________

It is requested that this form be completed by each teacher who has a class in which pupils are asked to evaluate the Artmobile on Form 114A, Pupil Rating of Artmobile.
Please write in or circle appropriate response:

(1-4)	(R & D use only)	1 1 4 B
(5-7)	School code number (obtained from list of schools on Form i114A)	___ ___ ___
(8)	Class code number	________
(9-10)	Grade level of most pupils in class	01. B7 04. A8 07. B10 10. A11 02. A7 05. B9 08. A10 11. B12 03. B8 06. A9 09. B11 12. A12
(11)	Time of visit	1. morning 2. afternoon
(12)	Day of visit	1.Mon. 2.Tues. 3.Wed. 4.Thurs. 5.Fri.
(13-14)	What is the department of your major teaching assignment?	01. Art 07. Industrial Arts 02. Business Ed. 08. Mathematics 03. Driver Ed. 09. Music 04. English 10. Physical Ed. 05. Foreign Language 11. Science 06. Home Economics 12. Social Studies
(15-16)	What department is this class from?	01. Art 07. Industrial Arts 02. Business Ed. 08. Mathematics 03. Driver Ed. 09. Music 04. English 10. Physical Ed. 05. Foreign Language 11. Science 06. Home Economics 12. Social Studies
(17)	How many times has this class visited this exhibit of the Artmobile?	1. 2. 3. 4. 5.(or more)
(18)	How many minutes did it take this class to visit the Artmobile (not including time to and from Artmobile)?	1. 1-10 3. 21-30 5. 41-50 7. 61 or more 2. 11-20 4. 31-40 6. 51-60
(19)	How many minutes should it take this type of class to visit the Artmobile?	1. 1-10 3. 21-30 5. 41-50 7. 61 or more 2. 11-20 4. 31-40 6. 51-60
(20)	How much did the Artmobile experience contribute to pupils' general education?	1. little 3. much 2. some 4. very much
(21)	How many times could this class profitably visit the same Artmobile exhibit?	1. 2. 3. 4. 5 (or more)

114B

WHAT SHOULD BE CONSIDERED IN THE DESIGN OF FUTURE ARTMOBILE EXHIBITS? ADD ANY GENERAL COMMENTS YOU WISH.

PLEASE ADD ANY COMMENTS YOU WISH REGARDING THE EVALUATION OF THIS COMPONENT:

PLEASE COMPLETE AND RETURN THIS FORM TO THE ART DEPARTMENT CHAIRMAN WITHIN TWO DAYS AFTER RECEIPT.

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Secondary Subcomponent: Art

ARTMOBILE REPORT

te sit	First initial and last name of teacher in charge of class	Subject area of class (e.g., drama, ceramics, algebra)	Department this class is from (e.g., English Art, Mathematics)	Period of visit	Number of pupils visiting from this class	Check here if this is the first visit for this class	Check here if this class has previously visited the Artmobile

114C

11/67

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Secondary Subcomponent: Artmobile

EVALUATION OF ARTIST DEMONSTRATORS

School______________ Artist Demonstrator________________ Date of Visit_______

SECTION A - FOR EACH ART TEACHER ACCOMPANYING A CLASS VISITING ARTIST DEMONSTRATOR

Name of Teacher______________________ Number of art classes taught per day_____

Please complete the items below for each class accompanied. After you have entered the period numbers for item 1, the information for items 2 through 8 should be entered in each column corresponding to the appropriate period number.

1. Period number each of your classes visited artist demonstrator (enter one no. per col.)	___	___	___	___	___	___
2. Approximate number of pupils visiting from each of your classes	___	___	___	___	___	___
3. Approximate number of pupils present at the same time from other classes	___	___	___	___	___	___
4. Approximate number of minutes your class visited	___	___	___	___	___	___
5. Were pupils given an opportunity to closely examine artist's work? (enter Yes or No in each column)	___	___	___	___	___	___
6. Did artist demonstrator use special teaching aids? (Yes or No)	___	___	___	___	___	___
7. To what extent did the artist demonstrator discuss the following? (enter one of the following code letters for each class: N = none; L = little; S = some; M = much)						
a. Tools	___	___	___	___	___	___
b. Media	___	___	___	___	___	___
c. Techniques	___	___	___	___	___	___
8. To what extent did pupils seem interested in the following? (N = none or not applicable; L = little; S = some; M = much)						
a. Listening to artist demonstrator	___	___	___	___	___	___
b. Talking with artist demonstrator	___	___	___	___	___	___
c. Watching artist demonstrator work	___	___	___	___	___	___
d. Examining samples of artist demonstrator's work	___	___	___	___	___	___

(continued on reverse)

9. Would you like to have the artist demonstration program continue as a part of the Artmobile instructional unit? (circle Yes or No) Yes No

COMMENTS OR SUGGESTIONS

____

____

____

____

____

____

____

ART TEACHER: WITHIN TWO DAYS AFTER VISIT OF ARTIST DEMONSTRATOR, PLEASE COMPLETE THIS FORM AND RETURN VIA SCHOOL MAIL TO OFFICE OF RESEARCH AND DEVELOPMENT AT EMERSON MANOR, ROOM 7-114.

SECTION B - TO BE COMPLETED BY CONTACT TEACHER

Name of contact teacher _______________________________

Please list the name of each art teacher who took one or more classes to visit the demonstration:

1. ______________________ 4. ______________________

2. ______________________ 5. ______________________

3. ______________________ 6. ______________________

Please complete the following for each period of the day:

Period number:	1	2	3	4	5	6	7
Number of classes scheduled to visit demonstration simultaneously	___	___	___	___	___	___	___
Estimated maximum number of pupils visiting demonstration each period	___	___	___	___	___	___	___

In what type of room was artist demonstrator scheduled to work?

______art classroom; ______multipurpose room; other (specify)__________________

CONTACT TEACHER: WITHIN TWO DAYS AFTER VISIT OF ARTIST DEMONSTRATOR, PLEASE COMPLETE THIS FORM AND RETURN VIA SCHOOL MAIL TO OFFICE OF RESEARCH AND DEVELOPMENT AT EMERSON MANOR, ROOM 7-114.

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Secondary Component: Art

TEACHER EVALUATION

To teachers: Your cooperation in carefully completing this evaluation will be appreciated and will be of value in planning future activities. For each numbered item below, please circle the appropriate response.

(1-4) (Do not mark this item)	1 1 1 F
(5-7) School code number	___ ___ ___

To what extent did you present the following motivational materials to pupils?	none	little	some	much
(8) Artist cards*	1	2	3	4
(9) Instant bulletin boards*	1	2	3	4
(10) Filmstrips*	1	2	3	4

(*If you used these materials very little or not at all, please explain under question 29.)

(11) Should the Artmobile exhibit be limited to pupils enrolled in art classes?	1_ yes	2_ no

(12) If the Artmobile were to be viewed only by pupils enrolled in art courses, how long should each exhibit remain at your school?	1 under 1 week	2 one week	3 two weeks	4 3 weeks or more
(13) How many professional artworks in the Artmobile were of value in offering pupils cultural enrichment?	1 none	2 few	3 some	4 many
(14) How many student artworks in the Artmobile or its courtyard were of value in offering pupils cultural enrichment?	1 none	2 few	3 some	4 many
(15) What should be the ratio of student artwork to professional artwork in the Artmobile, compared with the 1967-68 display?	1 more professional work	2 about same ratio as at present	3 more student work in general	4 more student work, but from OUR school

(16) What is your main specialty in art? (circle one only.)

1. advertising art
2. ceramics
3. crafts
4. design
5. painting
6. prints
7. sculpture

114F

5-68

Please give your reaction to various types of art in the Artmobile:	very negative	negative	positive	very positive
(17) Advertising art	1	2	3	4
(18) Architecture	1	2	3	4
(19) Ceramics	1	2	3	4
(20) Crafts	1	2	3	4
(21) Industrial design	1	2	3	4
(22) Painting	1	2	3	4
(23) Prints	1	2	3	4
(24) Sculpture	1	2	3	4

To achieve the objective of providing cultural enrichment, how desirable is it:	not desirable	im-material	desirable	very desirable
(25) to retain the artist demonstrators?	1	2	3	4
(26) to have the artist demonstrators explain what they are doing?	1	2	3	4
(27) to provide opportunities for pupils to question artist demonstrators?	1	2	3	4
(28) to provide opportunities for pupils to closely examine the artist's products?	1	2	3	4

Please answer the following: (attach a sheet of paper if more space is needed)

(29) What should be done to improve the operation of the Artmobile and its exhibits?

(30) What should be done to improve the artist-demonstrator segment of the component?

(31) State in what manner the ESEA art component has contributed to the cultural enrichment of disadvantaged pupils.

(32) Please list any constructive suggestions for improving the required evaluation of this component.

(33) Additional comments.

PLEASE COMPLETE AND RETURN TO YOUR DEPARTMENT CHAIRMAN WITHIN TWO DAYS

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Secondary Subcomponent: Appreciation and Recognition of
Contributions of Cultural and Ethnic Strengths (ARC)

STUDENT HUMAN RELATIONS CONFERENCE
EVALUATION

Note to Participants: Please respond to the following inquiries. Your honest responses will help to point out the strengths and weaknesses of the conference you have just finished.

To show your answer for each item, please circle the most approporiate number to the right of the question. Rate only those topics assigned to your group.

How much did you benefit from discussing the topics assigned to you?	Does not Apply	None	Little	Some	Much
1. Extracurricular clubs, membership, and structure	0	1	2	3	4
2. Stimulating intergroup interaction and avoidance of segregation	0	1	2	3	4
3. Intercultural, interfaith, and interracial dating	0	1	2	3	4
4. Minority group responsibilities	0	1	2	3	4
5. Majority group responsibilities	0	1	2	3	4
6. Housing and human relations	0	1	2	3	4
7. Segregation within the school lunch-area, club, etc.	0	1	2	3	4
8. Nonacademic participation in student government and service clubs	0	1	2	3	4
9. Drugs and youth	0	1	2	3	4
10. What the teenager needs from parents	0	1	2	3	4
11. How can the schools relate better to the problems of today's youth?	0	1	2	3	4
How did the following activities help you in better understanding human relations?					
12. Assembly speakers	0	1	2	3	4
13. Small group discussions (during conference)	0	1	2	3	4
14. Informal discussions	0	1	2	3	4
15. Readings on topics before conference	0	1	2	3	4
16. Discussion of topics with sponsors before conference	0	1	2	3	4
17. Interaction through music	0	1	2	3	4

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Secondary Subcomponent: Appreciation and Recognition of Contributions of Cultural and Ethnic Strengths (ARC)

SPONSOR QUESTIONNAIRE

Please provide the following information.

(1) Name of school ____________________

(2) Number of meetings held since September, 1967. ________

(3) Counting each pupil only once, enter total number of pupils who have attended your group meetings. ________

(4) Please rate how effective your group meetings have been in helping pupils to increase their awareness of problems in Human Relations

Doesn't Apply	Not Effective		Very Effective	
0	1	2	3	4

(5) List the most effective method(s) you have used to encourage pupils to come to your group meetings:

____

____

____

____

(6) List the most effective method(s) employed to foster continued participation.

____

____

____

____

(7) Additional comments: ______________________________

____

____

____

____

Please return to: OFFICE OF RESEARCH AND DEVELOPMENT
at EMERSON MANOR Room 7-115
by: January 12, 1968

115B

1/68

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Secondary Subcomponent: Appreciation and Recognition of
Contributions of Cultural and Ethnic Strengths (ARC)

YOUTH RALLY EVALUATION

To Participants: Please respond to the following inquiry on the basis of your attendance at the Youth Rally at U.S.C. Your honest opinions will help to evaluate the strengths and weaknesses of this activity.

To answer, please circle the most appropriate number to the right of the question. If you did not participate in a particular topic or activity, circle the zero.

How much did you benefit from discussing the following topics?	Does not apply	None	Little	Some	Much
1. Negro? Black? Colored? Afro-American? What is in a name? Does it matter?	0	1	2	3	4
2. What is the proper place for the history of the black man in the school and curriculum?	0	1	2	3	4
3. Black Power - What is its role in the world of today?	0	1	2	3	4
4. What human relations subjects (topics) would make classes in all schools valuable (worthwhile)?	0	1	2	3	4
5. What would you do to bring about better human relations in our schools?	0	1	2	3	4
6. Other(s)? Please state topic _____	0	1	2	3	4
How much did the following activities help you in better understanding human relations?					
7. Assembly speakers	0	1	2	3	4
8. Youth-adult discussions	0	1	2	3	4
9. Informal discussions.	0	1	2	3	4
10. Preparations prior to attending	0	1	2	3	4
11. Negro history through music	0	1	2	3	4
12. Musical selections	0	1	2	3	4

Use reverse for suggestions that might have made this activity more meaningful.

115C

2/68

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Secondary Subcomponent: Appreciation and Recognition of
Contributions of Cultural and Ethnic Strengths (ARC)

ARC SPONSOR QUESTIONNAIRE

February 11-23, 1968, was designated as Negro History and Brotherhood Weeks. Participating ARC schools were encouraged to add to the backgrounds and understandings of pupils by focusing upon the cultures composing our urban community. Inasmuch as no specific format was prescribed to schools or sponsors, we are particularly interested in the activities you have provided during the time span cited above.

I. Briefly list and describe activities undertaken during the prescribed time period.

II. How effectively did these activities improve pupil knowledge of cultures in our urban community?

III. If you had any problems in carrying out your program, please briefly describe them and their solutions.

IV. Additional Comments:

115D

2/68

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Secondary Subcomponent: Appreciation and Recognition of Contributions of Cultural and Ethnic Strengths (ARC)

Camp Conference Evaluation

NOTE TO PARTICIPANTS: Your most careful consideration in completing this evaluation will be greatly appreciated and of value in planning future conferences.

Please circle the most appropriate answer to the right of the question:

Discussion Topics

To what extent have the following discussion topics helped you in becoming better aware of problems in Human Relations?

	None	Little	Some	Much
1. What are the barriers to full participation of students in cocurricular activities?	1	2	3	4
2. Have you noted new anti-Semitic patterns in your community or school?	1	2	3	4
3. Why do whites flee from neighborhoods in transition?	1	2	3	4
4. What effect can changes in racial and ethnic compositions in the student body have on you? on the teachers? on the parents? on your community?	1	2	3	4
5. What can you do to improve intergroup and human relations in your school and community?	1	2	3	4

Conference Activities

Please indicate the extent to which you feel the following activities have helped you understand human relations.

	None	Little	Some	Much
6. Recreational activities	1	2	3	4
7. Group discussions	1	2	3	4
8. Guest speakers	1	2	3	4
9. Joint reports	1	2	3	4

In Your Opinion

10. If you had to plan another conference like this one, what would you give more attention to?

(Continued on reverse)

11. What would you give less attention to?

____

____

____

12. What other suggestions would you have for improving an activity of this nature?

____

____

____

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Secondary Subcomponent: Appreciation and Recognition of Contributions of Cultural and Ethnic Strengths (ARC)

HUMAN RELATIONS CONFERENCE
EVALUATION

To Participants: Please respond to the following inquiry on the basis of your attendance at this conference at Taft High School. Your honest opinions will help to evaluate the strengths and weaknesses of this activity.

To answer, please circle the most appropriate number to the right of the question.

How much did you benefit from discussing the following topics?	None	Little	Some	Much
1. Social - community problems	1	2	3	4
2. Cultural relations	1	2	3	4
3. Morality	1	2	3	4
4. School problems	1	2	3	4
5. Other? Please state topic________ ________________	1	2	3	4
How much did the following activities or people help you in better understanding human relations?				
6. Discussions groups	1	2	3	4
7. Talks during breaks, lunch, and bus trip	1	2	3	4
8. Preparations prior to attending this conference	1	2	3	4
9. Musical selections	1	2	3	4
10. Assembly speakers	1	2	3	4
11. Resource people in discussion groups	1	2	3	4
12. Secretaries of discussion groups	1	2	3	4

GENERAL QUESTIONS

13. In your opinion what were the most valuable ideas presented in the assemblies?

____

____

____

(Continued on reverse)

14. In your opinion what were the most valuable ideas presented in the small group discussions?

____

____

____

15. If you had to plan a conference of this type in the future, what would you do differently?

____

____

____

16. Did you attend one of the Multicultural Leadership Workshops at the University of California in Riverside during the summer 1967? Yes No

17. This question should be answered only if you answered "Yes" to question 16. Please compare today's conference with the Riverside workshops by circling the appropriate number to the right of the item.

	Riverside Workshops More Helpful	Today's Conference More Helpful
(a) Discussion topics	1	2
(b) Discussion groups	1	2
(c) Discussion leaders	1	2
(d) Talks during breaks, lunch, and "free" time	1	2

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Secondary Component: Appreciation and Recognition of Contributions of Cultural and Ethnic Strengths (ARC)

ARC SPONSOR QUESTIONNAIRE

You have participated as a sponsor in this human relations component during school year 1967-68.

We are asking that you help us evaluate this component on the basis of your work with the pupils, staff, and activities.

1. Briefly list and describe human relations activities undertaken in your school. (Use reverse if more space is needed.)

2. Why were these activities effective in increasing pupil awareness of problems in human relations?

3. Describe any obstacles which may have prevented you from carrying out all intended activities.

4. Please comment on the appropriateness of this form for evaluation.

(over)

Please select a representative human relations club student to respond to items 5, 6, and 7:

5. Did you participate in all or most of the ARC activities? Yes_____ No_____

6. Briefly state how these activities helped you to recognize problems in human relations.

7. If these activities were not helpful, please explain why.

8. Additional Comments: (Sponsor)

Please return completed form in school mail by June 5, 1968, to:

OFFICE OF RESEARCH AND DEVELOPMENT
at EMERSON MANOR Room 7-115

115G

5-68

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Secondary Subcomponent: New Materials for Social Studies

PUPIL RATING OF EXPERIMENTAL MATERIALS

upil's name____________________________________ School__________________________

ame of teacher who asked pupil to complete this form____________________ Date__________

itle of Materials____

1-4)	(Do not mark this item)	1 1 6 A			
(5-7)	School code number	__ __ __			
8-9)	Grade (circle)	01. B7 02. A7 03. B8	04. A8 05. B9 06. A9	07. B10 08. A10 09. B11	10. A11 11. B12 12. A12
(10-11)	Roll book number	__ __			
12)	Sex (circle)	1. boy		2. girl	
(13)	Type of material (circle)	1. mimeographed		2. printed	
14-15)	Publication number	__ __			
(16-17)	Unit number	__ __			
18-21)	(Do not mark this item)	__ __ __ __			

FOR EACH QUESTION BELOW, PLEASE CIRCLE THE WORD OR WORDS IN ONE BOX TO TELL HOW YOU FEEL BOUT THE MATERIALS YOU HAVE JUST READ, COMPARED WITH OTHER SOCIAL STUDIES MATERIALS YOU HAVE READ IN SCHOOL.

		1.	2.	3.	4.
22)	How interesting was this story?	very uninteresting	uninteresting	interesting	very interesting
(23)	How much did you learn from this story?	very little	little	much	very much
(24)	How easy was this story to read?	very hard	hard	easy	very easy
25)	How many words in this story did you know?	few of them	some of them	most of them	all of them
(26)	How easy was this story to understand?	very hard	hard	easy	very easy
(27)	How interesting were the suggested written activities?	very uninteresting	uninteresting	interesting	very interesting
(28)	How much did you learn from the suggested written activities?	very little	little	much	very much
(29)	How easy were the suggested written activities?	very hard	hard	easy	very easy

116A

11-67

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Secondary Subcomponent: New Materials for Social Studies

TEACHER OR JURY RATING OF EXPERIMENTAL MATERIALS

Name ______________________ School or Office ______________________

Title of Materials ______________________ Evaluation date ______________________

(Please refer to Form i116B for instructions and explanation of items 5-7, 13-14, and 15-16)

Write in or circle appropriate response:

(1-4)	(Do not mark this item)	1 1 6 B	
(5-7)	School code number (Jury omit)	___ ___ ___	
(8-9)	Grade level of most pupils in class (Jury omit)	01. B7 04. A8 02. A7 05. B9 03. B8 06. A9	07. B10 10. A11 08. A10 11. B12 09. B11 12. A12
(10)	Ability level of class (Jury omit)	1. average 2. below average	3. low index 4. E.M.R.
(11)	Teacher or jury member	1. teacher	2. jury member
(12)	Type of material	1. mimeographed	2. printed
(13-14)	Publication number	___ ___	
(15-16)	Unit number	___ ___	

FOR EACH NUMBERED ITEM BELOW, PLEASE PLACE AN X IN THE APPROPRIATE SPACE TO INDICATE YOUR EVALUATION OF THE EXPERIMENTAL MATERIALS FOR USE WITH THIS TYPE OF CLASS.

		0 Does not apply	1 Minimum	2	3	4 Maximum
	SECTION A - READING FACTORS					
(17)	Appropriateness of reading level	___	___	___	___	___
(18)	Extent to which an approach to improvement in reading skills can be discerned.	___	___	___	___	___
	SECTION B - GENERAL EVALUATION					
(19)	Suitability of content for specified reading level.	___	___	___	___	___
(20)	Implementation of objectives and content of course.	___	___	___	___	___
(21)	Accuracy and/or up-to-dateness of material.	___	___	___	___	___
(22)	Organization of material for effective learning.	___	___	___	___	___
(23)	Effectiveness and appropriateness of suggested activities.	___	___	___	___	___

116B

SECTION C - AMERICAN DEMOCRACY IDEALS

		0 Doesn't apply	1 Minimum	2	3	4 Maximum
(24)	Extent to which content of material promotes American democracy ideals.	___	___	___	___	___
(25)	Extent to which material portrays a balanced view of positive achievements and public problems in American history.	___	___	___	___	___
(26)	Extent to which material emphasizes responsibilities as well as rights of American citizens.	___	___	___	___	___
(27)	Consistency of the material with the basic policy of the Los Angeles City Schools in making an objective study of current affairs.	___	___	___	___	___
(28)	Fairness and objectivity of treatment of interpretations of public problems on which there are differences of opinion.	___	___	___	___	___
(29)	Extent to which material sets down the historical facts of public decisions without advocating particular conclusions as permanent solutions of problems still confronting the public.	___	___	___	___	___
(30)	Extent to which material avoids biased or discriminatory language.	___	___	___	___	___
(31)	Extent to which content helps to develop understanding and respect for the dignity and worth of all people.	___	___	___	___	___
(32)	Extent to which content reflects the fact that American society is the product of the interaction and contributions of many groups - racial, ethnic, religious, and social.	___	___	___	___	___
(33)	Extent to which the graphic and verbal illustrations reflect the many different groups that make up American life.	___	___	___	___	___
(34)	Accuracy of the treatment of historical and contemporary materials in presenting the participation of minority groups in American life.	___	___	___	___	___
(35)	Extent to which the treatment of content avoids stereotyped concepts of race, religion, national origin, ancestry, or socioeconomic status.	___	___	___	___	___
(36)	Fairness and objectivity of treatment of unsolved intercultural problems in the United States, including those which involve prejudice and discrimination.	___	___	___	___	___
(37)	Consistency of the treatment of content with the findings of recent and authoritative research concerning the minority groups in our culture.	___	___	___	___	___
(38)	Extent to which the content refrains from implications which are derisive or degrading to any of the groups which make up American society.	___	___	___	___	___

WITHIN TWO DAYS AFTER THE EXPERIMENTAL UNIT HAS BEEN READ AND EVALUATED BY YOU, PLEASE RETURN THIS COMPLETED FORM VIA SCHOOL MAIL TO:

OFFICE OF RESEARCH AND DEVELOPMENT
at EMERSON MANOR ROOM 7-116

1/67

116B

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Secondary Subcomponent: New Materials for Social Studies

WORKSHOP EVALUATION (FALL 1967)

NOTE TO PARTICIPANTS: Your cooperation in carefully completing this evaluation will be appreciated and will be of value in planning future workshops. For each numbered item bel, please place an X in the appropriate space to indicate your evaluation of the workshop.

(1-4) (Do not mark this item)	1 1 6 C			
(5) Your social studies teaching experience in years: (circle one)	0. Under 1 1. 1-3	2. 4-6 3. 7-9	4. 10-12 5. 13-15	6. 16 or more
EXTENT OF YOUR KNOWLEDGE (BEFORE THIS WORKSHOP) OF CHARACTERISTICS OF CULTURALLY DISADVANTAGED:	1. little	2. some	3. adequate	4. extensive
(6) Mexican-American pupils	___	___	___	___
(7) Negro pupils	___	___	___	___
EXTENT TO WHICH YOU FEEL EACH OF THE FOLLOWING LECTURES HAS HELPED YOUR UNDERSTANDING OF DISADVANTAGED PUPILS:	1. little	2. some	3. much	4. very much
(8) "Characteristics of the Culturally Disadvantage Child" (M. May)	___	___	___	___
(9) "Communicating with the Negro Community" (A. Moore)	___	___	___	___
(10) "Motivating the Negro Child . . ." (E. Clark)	___	___	___	___
(11) "Communicating with the Mexican-American Community" (R. Holguin)	___	___	___	___
(12) "Motivating the Mexican-American Child" (L. Hernandez-Pradeau)	___	___	___	___
METHODS OF TEACHING:	1.	2.	3.	4.
(13) How many methods new to you were presented in the workshop? (circle one)	none	few	some	many
(14) Of how much value to you will the new methods be? (circle one)	little	some	much	very much
(15) How effective are the methods that were presented in the lecture "Multi-text Teaching" (B. Clark) (circle one)	very ineffective	ineffective	effective	very effec v
APPROPRIATENESS AND EFFECTIVENESS OF MATERIALS DISCUSSED:	1. very inappropriate	2. inappropriate	3. appropriate	4. very approp a
(16) Appropriateness of printed materials for cultural background of pupils	___	___	___	___
(17) Appropriateness of printed materials for reading level of pupils	___	___	___	___

116C

	1. very inappropriate	2. inappropriate	3. appropriate	4. very appropriate
(18) Appropriateness of printed materials for interests of pupils	___	___	___	___
(19) Effectiveness of printed materials in improving pupil achievement	___	___	___	___
(20) Appropriateness of library materials described in lecture (M. Cleaves)	___	___	___	___

MEDIA: HOW HELPFUL WERE THE FOLLOWING ACTIVITIES IN ASSISTING YOU TO REACH YOUR WORKSHOP GOALS?	1. no help	2. little help	3. some help	4. much help
(21) Lectures	___	___	___	___
(22) Large group discussions	___	___	___	___
(23) Small group discussions	___	___	___	___
(24) Informal discussions before and after meetings and during "breaks"	___	___	___	___
(25) Reading assignments	___	___	___	___

(26) Would you attend a workshop of this type again without pay? (circle one) 1. yes 2. no

OPEN-END QUESTIONS:

(A) In future workshops of this type, what do you think should be emphasized more?

(B) In future workshops of this type, what do you think should be emphasized less?

(C) Please add any comments you wish regarding the evaluation of this workshop or of the subcomponent.

(D) Additional comments.

WITHIN 2 DAYS AFTER RECEIPT, PLEASE COMPLETE THIS FORM AND RETURN VIA SCHOOL MAIL TO:
OFFICE OF RESEARCH AND DEVELOPMENT
at EMERSON MANOR Room 7-116

116C

11/67

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Secondary Subcomponent: New Materials for Social Studies

WORKSHOP EVALUATION (JANUARY 1968)

NOTE TO PARTICIPANTS: Your cooperation in carefully completing this evaluation will be appreciated and will be of value in planning future workshops. For each numbered item below, please circle the appropriate number to indicate your evaluation of the workshop.

(1-4) (Do not mark this item)	1 1 6 E			
(5) Your social studies teaching experience in years:	0. Under 1 1. 1-3	2. 4-6 3. 7-9	4. 10-12 5. 13-15	6. 16 or more
EXTENT OF YOUR KNOWLEDGE (BEFORE THIS WORKSHOP) OF CHARACTERISTICS OF CULTURALLY DISADVANTAGED:	little 1	some 2	adequate 3	extensiv 4
(6) Mexican-American pupils	1	2	3	4
(7) Negro pupils	1	2	3	4
EXTENT TO WHICH YOU FEEL EACH OF THE FOLLOWING LECTURES HAS HELPED YOUR UNDERSTANDING OF DISADVANTAGED PUPILS:	little 1	some 2	much 3	very much 4
(8) "Characteristics of the Culturally Disadvantage Child" (M. May)	1	2	3	4
(9) "Motivating the Negro Child . . ." (N. Jackson)	1	2	3	4
(10) "Motivating the Mexican-American Child" (L. Hernandez-Pradeau)	1	2	3	4
METHODS OF TEACHING:	1	2	3	4
(11) How many methods new to you were presented in the workshop? (circle one)	none	few	some	many
(12) Of how much value to you will the new methods be? (circle one)	little	some	much	very much
(13) How effective are the methods that were presented in the lecture "Multi-text Teaching" (D. Perryman) (circle one)	very ineffective	ineffective	effective	very effective
APPROPRIATENESS AND EFFECTIVENESS OF MATERIALS DISCUSSED:	very inappropriate 1	inappropriate 2	appropriate 3	very appropriate 4
(14) Appropriateness of printed materials for cultural background of pupils	1	2	3	4
(15) Appropriateness of printed materials for reading level of pupils	1	2	3	4
(16) Appropriateness of printed materials for interests of pupils	1	2	3	4

	very inappropriate 1	inappropriate 2	appropriate 3	very appropriate 4
(17) Effectiveness of printed materials in improving pupil achievement	1	2	3	4
(18) Appropriateness of library materials described in lecture (M. Cleaves)	1	2	3	4

MEDIA: HOW HELPFUL WERE THE FOLLOWING ACTIVITIES IN ASSISTING YOU TO REACH YOUR WORKSHOP GOALS?	no help 1	little help 2	some help 3	much help 4
(19) Lectures	1	2	3	4
(20) Large group discussions	1	2	3	4
(21) Small group discussions	1	2	3	4
(22) Informal discussions before and after meetings and during "breaks"	1	2	3	4
(23) Reading assignments	1	2	3	4

(24) Would you attend a workshop of this type again without pay? (circle one) 1. yes 2. no

OPEN-END QUESTIONS: (If more space is needed, please use reverse side of either page).

(A) In future workshops of this type, what do you think should be emphasized more?

(B) In future workshops of this type, what do you think should be emphasized less?

(C) Please add any comments you wish regarding the evaluation of this workshop or of the subcomponent.

(D) Additional comments.

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Secondary Subcomponent: New Materials for Social Studies

MULTIPLE CHOICE TEST, GRADE B8

Instructions: Make no marks on these pages. Mark your answers only on the DIGITEK form.

1. The first successful and permanent English settlement in the new world was at:
   - A. Plymouth
   - B. Jamestown
   - C. Boston
   - D. St. Augustine

2. The Mayflower Compact was important because it:
   - A. gave land without work
   - B. freed indentured servants
   - C. was a step toward self government
   - D. was used in Georgia

3. The first public schools were opened in the:
   - A. New England Colonies
   - B. Middle Colonies
   - C. Southern Colonies
   - D. Frontier

4. Trouble arose between England and the Colonies over:
   - A. how the colonies should be governed
   - B. control of colonial manufacturing
   - C. control of colonial trade
   - D. all of these

5. At the Boston Tea Party:
   - A. men dressed as Indians emptied the tea into the harbor
   - B. the Governor served English tea
   - C. the shopowners threw the tea overboard
   - D. Indians tried to get even with the colonies

6. "I regret that I have but one life to give for my country" was spoken by:
   - A. Alexander Hamilton
   - B. Nathan Hale
   - C. Benedict Arnold
   - D. John Adams

7. Which one of the following was not an important occupation in the New England Colonies:
   - A. fishing
   - B. plantation farming
   - C. shipbuilding
   - D. trading

8. The idea of religious freedom in the colonies was helped greatly by:
   - A. Roger Williams
   - B. William Penn
   - C. Lord Baltimore
   - D. all of these men

9. Most of the wealth in the thirteen colonies came from:
   - A. the soil
   - B. gold
   - C. silver
   - D. trapping

10. The French and Indian War began over what area?
A. Oregon Territory
B. Ohio Valley
C. the South
D. none of these

11. Credit for writing the Declaration of Independence goes to:
A. Thomas Jefferson
B. George Washington
C. John Adams
D. Benjamin Franklin

12. Which of the following was signed on July 4, 1776:
A. Stamp Act
B. Articles of Confederation
C. Constitution
D. Declaration of Independence

13. The fundamental principle by which a country, state, or society is governed is called:
A. an alliance
B. a constitution
C. an amendment
D. a repeal

14. Freedom of religion, speech, press, and assembly are guaranteed by the:
A. President
B. Congress
C. Bill of Rights
D. Governor

15. Many states refused to approve the Constitution because it did not provide for:
A. amending procedures
B. a bill of rights
C. a king
D. the executive branch

16. The Colonists opposed the Stamp Act because:
A. they were not represented in Parliament
B. the stamps cost too much money
C. there was a shortage of stamps
D. none of these

17. The pioneer who led settlers across the Appalachians through the Cumberland Gap into Kentucky was:
A. Davy Crockett
B. Zachary Taylor
C. Daniel Boone
D. Moses Austin

18. The Northwest Ordinance of 1787:
A. provided a way to survey and buy the land
B. prohibited slavery
C. encouraged education
D. did all of these

19. The American general who defeated the British at New Orleans in 1814 was:
A. Ulysses S. Grant
B. Andrew Jackson
C. Robert E. Lee
D. William Henry Harrison

20. A missionary who established missions in California was:
A. Portola
B. Serra
C. Dominguez
D. Rodriguez

21. The Louisiana Territory was purchased from:
    A. Mexico
    B. Spain
    C. France
    D. England

22. The Lewis and Clark Expedition was sent to explore:
    A. Texas
    B. California
    C. the Louisiana Territory
    D. Canada

23. The first man of the frontier to become President was:
    A. Thomas Jefferson
    B. James Monroe
    C. Abraham Lincoln
    D. Andrew Jackson

24. A leader in the drive toward independence for Texas was:
    A. Sam Houston
    B. Moses Austin
    C. Stephen Austin
    D. all of these

25. The United States and Great Britain divided the Oregon Territory at the:
    A. 49th degree of latitude
    B. 54th degree of latitude
    C. 60th degree of latitude
    D. none of these

26. The "Bear Flag" Republic, which became a state in 1850, was:
    A. New Mexico
    B. California
    C. Oregon
    D. none of these

27. Most of the people who rushed to California in search of gold:
    A. returned to the east quite discouraged
    B. did find gold
    C. remained in California
    D. became cowboys

28. The treaty which ended the Mexican War was the treaty of:
    A. Paris
    B. Ghent
    C. San Jacinto
    D. Guadalupe Hidalgo

29. The Democratic party of Andrew Jackson appealed to the:
    A. wealthy planters of the South and the capitalists of the North
    B. small businessmen, small farmers, and frontiersmen
    C. British
    D. people who favored strong state governments

30. Another name for the Civil War is the:
    A. Revolutionary War
    B. War of 1812
    C. Spanish-American War
    D. War between the States

31. The South believed that war could no longer be avoided after the:
    A. Dred Scott Decision
    B. Fugitive Slave Law
    C. Election of Lincoln
    D. Kansas-Nebraska Act

32. The general of all Southern armies was:
A. Robert E. Lee
B. Ulysses S. Grant
C. Andrew Jackson
D. Jefferson Davis

33. The South expected England's help because England needed the South's:
A. sugar
B. wool
C. cotton
D. tobacco

34. The law that freed all the slaves in the United States was the:
A. Dred Scott Decision
B. Thirteenth Amendment
C. Emancipation Proclamation
D. Declaration of the Rights of Man

35. Lee surrendered to Grant at:
A. Appomattox
B. Yorktown
C. Antietam
D. Gettysburg

36. The "Battle of Gettysburg" was a turning point in the Civil War; it took place in:
A. Maryland
B. Pennsylvania
C. Ohio
D. Missouri

37. The Civil War ended in April of:
A. 1857
B. 1861
C. 1865
D. 1869

38. The river used by Lewis and Clark to explore the Louisiana Territory was the:
A. Rio Grande
B. Ohio
C. Missouri
D. Arkansas

39. After the Civil War, Negroes were:
A. put back into slavery
B. not allowed to vote
C. allowed to join the Ku Klux Klan
D. allowed to hold public office

40. Lincoln was unable to carry out his plan of reconstruction in the South because:
A. he hated the South
B. he was assassinated
C. he could not work with Southern leaders
D. he was blocked by Congress

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Secondary Subcomponent: New Materials for Social Studies

MULTIPLE CHOICE TEST, GRADE A8

Instructions: Make no marks on these pages. Mark your answers only on the DIGITEK form.

1. Lincoln believed that the Southern states would become strong and useful members of the Union after the Civil War if:
   A. they were punished
   B. they were helped to recover
   C. their citizens were denied citizenship
   D. they were made to feel sorry

2. The cotton gin was invented by:
   A. Henry Ford
   B. Thomas A. Edison
   C. Eli Whitney
   D. Henry Bessemer

3. Robert Fulton is usually given the credit for inventing the:
   A. automobile
   B. locomotive
   C. planter
   D. steamboat

4. The Industrial Revolution means:
   A. the forming of labor unions
   B. the making of goods by machinery instead of by hand
   C. using the airplane for transportation
   D. overthrow of the government by force

5. Which of the following is a list of natural resources?
   A. iron ore, coal, forests
   B. washing machines, sewing machines
   C. cotton, wheat, corn
   D. railroads, highways, canals

6. The Grange was a group of:
   A. pilots
   B. farmers
   C. soldiers
   D. inventors

7. People moved to the cities because:
   A. the Constitution was signed
   B. machines increased the need for workers in factories
   C. there was danger of Indian attacks
   D. farm land was scarce

8. Alexander Graham Bell was responsible for the development of the:
   A. telegraph
   B. telephone
   C. radio
   D. television

9. The steel industry was begun by:
A. Harvey Firestone
B. Andrew Carnegie
C. Thomas A. Edison
D. Benjamin Silliman

10. The assembly line was first developed in the:
A. steel industry
B. oil industry
C. automobile industry
D. city of Los Angeles

11. The Standard Oil Company was controlled by:
A. George Westinghouse
B. E. L. Drake
C. John D. Rockefeller
D. Henry Bessemer

12. Electricity can be used in:
A. radio, television, phonograph
B. telegraph, telephone
C. all of the above
D. none of the above

13. The Pony Express went out of business because:
A. Indians stopped the mail from getting through
B. a telegraph line was built across the country
C. there were not enough riders to carry the mail
D. the postage for a letter was too great

14. Industrialization of our cities caused:
A. crowded housing, slums
B. poor working conditions
C. an increase in diseases
D. all of these

15. A man who became wealthy in the steel industry and then gave much of this wealth to American libraries was:
A. Thomas A. Edison
B. John D. Rockefeller
C. J. P. Morgan
D. Andrew Carnegie

16. The woman who worked for women's rights was:
A. Susan B. Anthony
B. Mary Smith
C. Dolores Marshall
D. Betsy Ross

17. The main reason why many Americans wanted the Articles of Confederation changed was:
A. to form a stronger government
B. to raise the tax rates
C. to declare war on England
D. to form a Congress

18. No person's house or property may be searched without:
A. a bill of attainder
B. a warrant
C. a government investigation
D. evidence of treason

19. Congress, the legislative branch of our federal government,
A. makes the laws
B. carries out the laws
C. decides what the law means
D. appoints judges to the Supreme Court

20. The executive branch of the federal government is represented by the:
   A. Congress
   B. President
   C. Supreme Court
   D. Senators

21. The judicial branch of the federal government is represented by the:
   A. Congress
   B. President
   C. Supreme Court
   D. Senators

22. A system of checks and balances was put into the Constitution of the United States to prevent:
   A. any one branch of the government from having too much power
   B. changes in the Constitution
   C. control of the government by any single political party
   D. loss of states rights

23. The number of main branches in our Federal government is:
   A. six
   B. ten
   C. fourteen
   D. three

24. Laws for the United States are made by:
   A. the President
   B. Congress
   C. the Supreme Court
   D. none of these

25. The number of Representatives in a state depends on:
   A. the number of voters it has
   B. the number of its Senators
   C. the number of people it has
   D. how many it wants

26. The Bill of Rights is:
   A. the entire Constitution
   B. the Fifteenth Amendment
   C. the first ten amendments
   D. all the amendments

27. The term of the President is:
   A. two years
   B. four years
   C. five years
   D. six years

28. Each state has:
   A. three Senators
   B. six Senators
   C. four Senators
   D. two Senators

29. The Commander-in-Chief of the Armed Forces is:
   A. the Secretary of Defense
   B. the Chief of Staff
   C. the Secretary of State
   D. the President

30. Nobody may be elected President more than:
   A. once
   B. twice
   C. three times
   D. four times

1. The President of the United States must:
A. enforce the laws
B. interpret the laws
C. make the laws
D. change the laws

32. War may be declared only by:
A. Congress
B. the President
C. the Secretary of State
D. a governor

3. In order to be a citizen of the United States, a person must:
A. own his own home
B. pay income tax
C. vote at every election
D. be born in the United States or be naturalized

4. Before a citizen may vote, he must:
A. join a church
B. pay taxes
C. register
D. own property

35. The legislative branch of the city of Los Angeles is the:
A. Council
B. Senate
C. Assembly
D. none of these

6. The California legislature meets in:
A. Sacramento
B. San Francisco
C. Los Angeles
D. San Diego

37. One of the main problems in building the Panama Canal was:
A. enemy bullets
B. hunger
C. cold weather
D. yellow fever

8. To shorten the sea route between the Atlantic and Pacific coasts, the United States built a canal across:
A. Venezuela
B. Nicaragua
C. Mexico
D. Panama

9. The first airplane was flown by:
A. Charles A. Lindbergh
B. the Wright Brothers
C. Captain Eddie Rickenbacker
D. Billy Mitchell

40. In World War II, America's enemies were known as:
A. United Powers
B. Asian Powers
C. Central Powers
D. Axis Powers

1. The main political parties in the United States today are the:
A. Whigs and Tories
B. Democrats and Republicans
C. Labor and Management
D. Royalists and Nationalists

42. Teddy Roosevelt was a hero in:
A. World War I
B. the Spanish-American War
C. World War II
D. the Mexican War

43. The Japanese attack on Pearl Harbor led the United States into:
A. World War I
B. the Korean War
C. World War II
D. the Russo-Japanese War

44. After World War II, the nations of the world tried to prevent future wars by forming:
A. the League of Nations
B. the Pan-American Union
C. the Good Neighbor Policy
D. the United Nations

45. Preventing forest fires is part of our conservation of:
A. watershed
B. trees
C. natural resources
D. all of these

46. The commander of American forces in France during World War I was:
A. General Douglas MacArthur
B. General Ulysses S. Grant
C. General John J. Pershing
D. General Dwight D. Eisenhower

47. President Wilson's plan for peace was called:
A. the Square Deal
B. the Fourteen Points
C. the Wilson Act
D. Isolation

48. The good times in the United States came to an end in the 1930's because of:
A. famine
B. communism
C. depression
D. inflation

49. The commander of allied forces in the Pacific area during World War II was:
A. General George C. Marshall
B. General Douglas MacArthur
C. General Dwight D. Eisenhower
D. General Matthew B. Ridgway

50. Which of these presidents was assassinated?
A. James A. Garfield
B. John F. Kennedy
C. Abraham Lincoln
D. all of these

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Secondary Component: New Materials for Social Studies

TEACHER EVALUATION

To teachers: Your cooperation in carefully completing this evaluation will be appreciated and will be of value in planning future activities. For each numbered item below, please circle the appropriate response.

(1-4)	(Do not mark this item)	1 1 6 I
(5-7)	School code number	___ ___ ___
(8)	How many B8 or A8 social studies classes were you assigned during the spring semester 1968 which were below average in reading ability?	0 1 2 3 4 5 6
(9)	If you circled zero for item #8, in what grade level did you use ESEA social studies materials?	1. B7 2. A7 3. B9 4. A9
(10)	Description of the ethnic background of most of your pupils this semester.	1. Mexican-American 2. Negro 3. Other____________ __________________
(11)	Number of B8 or A8 classes in which you tried out ESEA social studies materials this semester	0 1 2 3 4 5 6

If you have not tried out ESEA social studies materials in any classes this semester, indicate reason(s):

(12)	Materials not suitable because	1. reading level too difficult 2. reading level too easy 3. maturity level inappropriate 4. other__________ ______________
(13)	Materials not available	1. apparently none in this school 2. not enough materials issued. 3. other__________ ______________

If you have tried out one or more ESEA social studies units this semester, complete the following concerning the appropriateness or effectiveness of the materials for your pupils with respect to:

		1.	2.	3.	4.
(14)	Reading level	too difficult	difficult	too easy	satisfactory
(15)	Maturity level	very inappropriate	inappropriate	appropriate	very appropriate

(continued on reverse)

(16) Contributions to cultural background	1. very ineffective	2. ineffective	3. effective	4. very effective
(17) Meeting requirements of the course of study in general	very ineffective	ineffective	effective	very effective
(18) Total number of ESEA social studies workshops you have attended	0	1	2	3
(19) How effective were any ESEA social studies workshops you have attended this school year in presenting methods for using ESEA materials?	1. very ineffective	2. ineffective	3. effective	4. very effective

Please answer the following questions:

(20) How could ESEA social studies materials be improved?

(21) How else could ESEA funds be expended to provide pupils with more effective instructional materials?

(22) Please list any constructive suggestions for improving the required evaluation of this component.

PLEASE COMPLETE AND RETURN TO YOUR DEPARTMENT CHAIRMAN WITHIN TWO DAYS.

116I

5-68

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Secondary Component: New Materials for Social Studies

SUMMER WORKSHOP EVALUATION (JUNE 1968)

NOTE TO PARTICIPANTS: Your cooperation in carefully completing this instrument will be appreciated and will be of value in planning future workshops. For each numbered item below, please circle the appropriate number or response to indicate your evaluation of the workshop.

(1-4)	(Do not mark this item)	1 1 6 K			
(5)	Your social studies teaching experience in years	0. Under 1 1. 1-3	2. 4-6 3. 7-9	4. 10-12 5. 13-15	6. 16 or more
(6)	Number of ESEA social studies workshops previously attended	0	1	2	3
EXTENT TO WHICH YOU FEEL EACH OF THE FOLLOWING LECTURES HAS HELPED YOUR UNDERSTANDING OF CULTURAL DIFFERENCES:		little	some	much	very much
(7)	"The Rationale for Teaching Their History to Mexican-American and Black Students" (Dr. Nava)	1	2	3	4
(8)	"New Trends in the Teaching of American and World History" (C. Edwards)	1	2	3	4
(9)	"Human Relations Workshops" (J. Harris)	1	2	3	4
METHODS OF TEACHING:		1	2	3	4
(10)	How many methods new to you were presented in the workshop?	none	few	some	many
(11)	Of how much value to you will the new methods be?	little	some	much	very much
APPROPRIATENESS AND EFFECTIVENESS OF MATERIALS DISCUSSED:		very inappropriate	inappropriate	appropriate	very appropriate
(12)	Appropriateness of printed materials for cultural background of pupils	1	2	3	4
(13)	Appropriateness of printed materials for reading level of pupils	1	2	3	4
(14)	Appropriateness of printed materials for interests of pupils	1	2	3	4

(continued on reverse)

(15) Effectiveness of printed materials in improving pupil achievement	1 very ineffective	2 ineffective	3 effective	4 very effective
MEDIA: HOW HELPFUL WERE THE FOLLOWING ACTIVITIES IN ASSISTING YOU TO REACH YOUR WORKSHOP GOALS?	no help	little help	some help	much help
(16) Lectures	1	2	3	4
(17) Large group discussions	1	2	3	4
(18) Small group discussions	1	2	3	4
(19) Informal discussions before and after meetings and during "breaks"	1	2	3	4

OPEN-END QUESTIONS: (If more space is needed, please attach a sheet of paper.)

(20) In future workshops of this type, what should be emphasized more?

(21) In future workshops of this type, what should be emphasized less?

(22) Please add any comments you wish regarding the evaluation of this workshop or of the component.

(23) Additional comments.

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Secondary Component: New Materials for Social Studies

TEACHER OR JURY RATING OF NINTH GRADE EXPERIMENTAL MATERIALS

Name________________________________School or Office____________________

Date of Trial of Materials____________________Evaluation date______________

Write in or circle appropriate response:

(1-4)	(Do not mark this item)	1 1 6 L
(5-7)	School code number (Jury omit)	___ ___ ___
(8-9)	Grade level of most pupils in class (Jury omit)	01. B7 02. A7 03. B8 04. A8 05. B9 06. A9 07. B10 08. A10 09. B11 10. A11 11. B12 12. A12
(10)	Ability level of class (Jury omit)	1. average 2. below average 3. low index 4. E.M.R.
(11)	Teacher or jury member	1. teacher 2. jury member
(12)	Type of material	1. mimeographed 2. printed
(13)	Unit number	___
(14-15)	Chapter number	___ ___ (Please enter a zero in the 1st space for chapters 1 through 9)

FOR EACH NUMBERED ITEM BELOW, PLEASE PLACE AN X IN THE APPROPRIATE SPACE TO INDICATE YOUR EVALUATION OF THE EXPERIMENTAL MATERIALS FOR USE WITH THIS TYPE OF CLASS.

		0 Doesn't apply	1 Minimum	2	3	4 Maximum
	SECTION A - READING FACTORS					
(16)	Appropriateness of reading level	___	___	___	___	___
(17)	Extent to which an approach to improvement in reading skills can be discerned.	___	___	___	___	___
	SECTION B - GENERAL EVALUATION					
(18)	Suitability of content for specified reading level.	___	___	___	___	___
(19)	Accuracy and/or up-to-dateness of material.	___	___	___	___	___
(20)	Organization of material for effective learning.	___	___	___	___	___
(21)	Effectiveness and appropriateness of suggested activities.	___	___	___	___	___

(over)

116L

	SECTION C - AGREEMENT WITH APPROVED COURSE OF STUDY	0 Doesn't Apply	1 Minimum	2	3	4 Maximum
	Extent to which content promotes an understanding of...					
(22)	...democratic ideals.	___	___	___	___	___
(23)	...the significant political, economic, cultural, and social developments of Western Civilization.	___	___	___	___	___
(24)	...the relationships of these developments to the growth of democratic principles and institutions in the Western world.	___	___	___	___	___
(25)	...how geographic conditions have influenced the lives of men and the development of nations.	___	___	___	___	___
(26)	...how past developments in world history are related to current happenings.	___	___	___	___	___
	Extent to which content...					
(27)	...develops ability to identify and analyze value conflicts.	___	___	___	___	___
(28)	...emphasizes responsibilities as well as rights of American citizens.	___	___	___	___	___
(29)	...interprets objectively public problems on which opinions differ.	___	___	___	___	___
(30)	...helps to develop understanding and respect for the dignity and worth of all people.	___	___	___	___	___
(31)	...reflects the fact that Western society is the product of the interaction and contributions of many groups--racial, ethnic, religious, and social.	___	___	___	___	___
(32)	...avoids stereotyped concepts of race, religion, national origin, ancestry, or socioeconomic status.	___	___	___	___	___
(33)	...treats objectively unsolved intercultural problems.	___	___	___	___	___

PLEASE USE SPACE BELOW TO SUGGEST REVISIONS OF EXPERIMENTAL MATERIALS:

WITHIN TWO DAYS AFTER THE EXPERIMENTAL UNIT HAS BEEN READ AND EVALUATED BY YOU, PLEASE RETURN THIS COMPLETED FORM VIA SCHOOL MAIL TO:

OFFICE OF RESEARCH AND DEVELOPMENT
at EMERSON MANOR Room 7-116

116L

7-68

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Secondary Subcomponent: Mathematics

WORKSHOP EVALUATION (January 1968)

NOTE TO PARTICIPANTS: Your cooperation in carefully completing this evaluation will be appreciated and will be of value in planning future workshops. Please circle the correct response for items five through eleven (5-11).

(1-4)	(Do not mark this item)	1 1 7 A
(5)	Type of workshop	1. Transparencies 2. Computer
(6)	Number of previous ESEA mathematics workshops you have attended	0 1 2 3 or more
(7)	Current assignment	1. junior high 2. senior high
(8)	Your mathematics teaching experience in years	0. under 1 1. 1-3 2. 4-6 3. 7-9 4. 10-12 5. 13-15 6. 16 or more
(9)	Your computer teaching experience in months	0. under 1 1. 1-3 2. 4-6 3. 7-9 4. 10-12 5. 13-15 6. 16 or more
(10)	Approximate number of semester units of college-level mathematics completed	0. none 1. 1-5 2. 6-10 3. 11-15 4. 16-20 5. 21-25 6. 26-30 7. 31-35 8. 36 or more
(11)	Approximate number of semester units completed for teaching mathematics	0. none 1. 1-3 2. 4-6 3. 7-9 4. 10-12 5. 13-15 6. 16-18 7. 19-21 8. 22 or more

PLEASE ANSWER THE FOLLOWING QUESTIONS (attach a sheet of paper if more space is needed.)

(A) What were your workshop goals?

(B) To what extent did you achieve the goals you just listed?

(continued on reverse)

117A

(C) What did you do to help the group attain the workshop goals?

(D) What should be done to make future workshops of this type more effective?

(E) To what extent can the material produced in the workshop be of immediate use to teacher ?

WITHIN TWO DAYS OF RECEIPT, PLEASE COMPLETE THIS FORM AND RETURN IT BY SCHOOL MAIL TO:

OFFICE OF RESEARCH AND DEVELOPMENT
at EMERSON MANOR Room 7-117

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Secondary Subcomponent: Parent Education

TEACHER QUESTIONNAIRE

The following questions incorporate real problems encountered in the past operation of the parent education program. Keeping in mind the goal of program improvement, remember that there is no "best" solution to these problems. The way you honestly feel about what should be done is the answer we are seeking.

1. How many years have you taught? Please describe experience.

2. Were you in the Parent Education program before? If so, please state period(s) of time.

3. What techniques have you found most helpful in soliciting parents to enroll in your class?

4. What techniques have you discovered to be most effective in "holding" parents in your class?

5. Why do you think most parents attend only 1-3 meetings?

6. How can you get more Mexican-American parents to participate in the program?

7. How can you get more Negro parents to participate in the program?

8. What factors do you think are responsible for drawing parents to school activities?

9. Would you be opposed to having parents and children present at your meetings? Why?

10. How do you work with hostile and somewhat irate parents?

11. How could you make the regular educational program known to parents?

12. How can a parent education teacher better utilize the resources of the school staff?

13. What kind of parent education curriculum would best help parents understand their children?

14. Would you be interested in working on a parent education curriculum committee? How do you think this committee should be organized and on what specifics should it work?

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Secondary Subcomponent: Parent Education

INSERVICE WORKSHOP EVALUATION

Note to Participants: Please respond to the following inquiries. Your honest responses will help to point out the strengths and weaknesses of the workshops in which you have just participated.

To show your answer for each item, please circle the most appropriate number to the right of the questions. If you were not in attendance at workshop in which topic and/or activity were discussed, please circle does not apply.

How much did you benefit from the talks and discussions on the following topics?	Does not apply	None	Little	Some	Much
1. "Overview of the Community, Parents, Students, and School and their Interaction." (Dr. Joe White)	0	1	2	3	4
2. "The Concerns and Problems of Disadvantaged Youth." (Ernie Priestly)	0	1	2	3	4
3. "A House Shattered." (Play by Ed Baldwin)	0	1	2	3	4
4. "The Mexican-American Adolescent and his Relation to the School, Home, and Community." (Jack Sanchez)	0	1	2	3	4
5. "How the Layman Views the Schools." (20 Community Leaders)	0	1	2	3	4
How did the following activities help you in better understanding the impact of the community on youth, their parents, and the school?					
6. Workshop speakers	0	1	2	3	4
7. Group discussions during workshops	0	1	2	3	4
8. Informal discussions	0	1	2	3	4
9. Readings on topics before workshop meetings	0	1	2	3	4
10. Discussion of topics with others prior to workshop meetings	0	1	2	3	4
11. Interaction through stage play	0	1	2	3	4

PLEASE USE REVERSE SIDE FOR ADDITIONAL COMMENTS.

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Secondary Component: Parent Education

TEACHER RATING SCALE

Please complete this questionnaire on the basis of your experience in this component. Your frank opinions will be greatly appreciated.

Please indicate the value of the component in assisting parents to better understand their:

(To rate each item please circle one number only.)

	Does not Apply	No Value	Little Value	Some Value	Much Value
1. child's feelings about himself.	0	1	2	3	4
2. child's feelings about his parents.	0	1	2	3	4
3. child's feelings about his friends.	0	1	2	3	4
4. child's ability to get along with others.	0	1	2	3	4
5. child's ability to do school work.	0	1	2	3	4
6. child's school curriculum and graduation requirements.	0	1	2	3	4
7. child's extra-curricular activities.	0	1	2	3	4
8. child's opportunities for education after high school.	0	1	2	3	4
9. child's teachers and what they do for him.	0	1	2	3	4

The following were problems indicated by parents, teachers, and administrators at mid-year. To what extent are these still problems?

(To rate each item please circle one number only)

	None	Little	Some	Much	Very Much
10. Increasing and sustaining parent participation.	0	1	2	3	4
11. Working with hostile and irate parents.	0	1	2	3	4
12. Allowing parents to better utilize the resources of the school and staff	0	1	2	3	4
13. Communicating component accomplishments to the community and school.	0	1	2	3	4

118C

5/68

14. Please comment on the appropriateness of this form for evaluation.

15. Additional comments:

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Secondary Component: Parent Education

PARENT RATING SCALE

Date____________ Meeting Place____________________________ Number of Meetings Attended__________

Male
Female (Please circle one)

Parent? Yes
No (Please circle one)

You have participated in one of our specially funded programs for parents. We would like you to help us by telling how you feel about this program.

How helpful to you were these activities and topics?

(Circle one number only for each item.)

		Does not apply	Not helpful			Very helpful
	Activities					
1.	This discussion group.	0	1	2	3	4
2.	Other discussion groups (such as informal gatherings).	0	1	2	3	4
3.	Guest speakers.	0	1	2	3	4
4.	Field trips.	0	1	2	3	4
5.	Movies, filmstrips, photographs, and tape recordings.	0	1	2	3	4
6.	Visiting your child's school.	0	1	2	3	4
7.	Allowing teenagers to attend.	0	1	2	3	4
8.	Bringing a friend to a meeting.	0	1	2	3	4
9.	Meeting in various places.	0	1	2	3	4
	Topics					
10.	Understanding your child's feelings about himself.	0	1	2	3	4
11.	Understanding your child's feelings about you.	0	1	2	3	4
12.	Understanding your child's feelings about his friends.	0	1	2	3	4
13.	Knowing the school staff and what they do.	0	1	2	3	4
14.	Knowing your child's ability to do class work.	0	1	2	3	4

	Does not apply	Not helpful			Very helpful
15. Knowing about the classes your child can take.	0	1	2	3	4
16. Discussing graduation requirements.	0	1	2	3	4
17. Knowing about school clubs and activities.	0	1	2	3	4
18. Receiving information about education after high school.	0	1	2	3	4

19. Are there any comments regarding the program you care to make?

____

____

____

____

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Secondary Project: Study Skills Center

BEHAVIORAL DESCRIPTION OF STUDENTS

You have recently referred ____________________ ____________________________ from
student's name, first last

your class, ________________________, to the Study Skills Center. We are asking that you please provide us with an objective us with an objective account of his behavior in regard to the following questions:

1. How does he relate to his peers in your class?

____

____

2. What are his attitudes toward authority figures?

____

____

3. How does he act when given responsibility with regard to:

   a. Class work? _______________________________________

   ____

   b. Citizenship? ______________________________________

   ____

   c. Leadership? _______________________________________

   ____

4. What dress standards does he adhere to?

____

____

5. What makes this student's classroom behavior seem different from that of his peers?

____

____

119A

5/68

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Secondary Component: Study Skills Center

STAFF EVALUATION

We are assuming that you are familiar with the Study Skills Center and may possibly have referred pupils to the Center and/or worked with available programmed materials.

Please help us evaluate this program by responding freely to the following inquiries:

1. At Washington High School your position is ______________________________.

2. Have you referred pupils to the Center? Yes_____ No_____

3. If you have, why were these pupils referred? If you have not, please explain.

   ____
   ____
   ____

4. Please describe the change (if any) in pupils after being referred to the Center.

   ____
   ____
   ____

5. If you have used A-V and/or programmed materials from the Center how were these helpful?

   ____
   ____
   ____

6. Please comment on the appropriateness of this form for evaluation.

   ____
   ____
   ____

7. Additional comments:

   ____
   ____
   ____

Please return completed form in school mail by June 5, 1968, to:

OFFICE OF RESEARCH AND DEVELOPMENT
at EMERSON MANOR Room 7-119

5/68

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Secondary Subcomponent: Standard Oral English

AWARENESS AND ATTITUDES TEST
(Text of group test taped for pupil administration)

1. The English you speak is the English you heard as you grew up.
2. The neighborhood in which you live affects the way you speak.
3. There is only one correct way of speaking English.
4. In the United States one form of English is understood by most English speaking people.
5. As a man changes his way of life, he changes the language he speaks.
6. The type of English you speak limits the type of job you can hold.
7. People in different areas of Los Angeles have different ways of speaking the English language.
8. In all situations a person should speak the same English.
9. The language you speak tells others a great deal about you.
10. Many people have several ways of speaking English.
11. Language is a means of communication.
12. Dialect is an incorrect way of speaking a language.
13. Spoken language is the only means of communication.
14. You should always speak the language taught in English class.
15. A man speaks the same English to his boss that he speaks to his children.
16. How you speak is very important in applying for a job.
17. The occasion determines the English to be spoken.
18. The relationship with another person determines the language to be spoken.
19. Your job does not determine the English to be spoken.
20. Your social position affects the language you speak.

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Secondary Subcomponent: Standard Oral English

AUDIO-DISCRIMINATION TEST, FORM [illegible]

Name____ Period_____ Date________________

Teacher______________________________ School________________________ Grade________

1. She wishes she had a chunk of cheese.

2. The man has dropped the package.

3. The disk jockey took a nap at his desk.

4. He did very well on the test.

5. Charles chose a pair of shoes that were black and white.

6. He was swinging a ball on a string.

7. John smoked a cigarette behind the garage.

8. We spent our vacation at the mountains.

9. Watch your step. There is a deep hole.

10. I'll be seeing you this evening.

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Secondary Subcomponent: Standard Oral English

USAGE TEST, FORM M
(Text of group test taped for pupil administration)

1. Young people have many things to learn about getting a job.
2. It is more harder to get a job these days.
3. An employer expects a great deal from an employee.
4. They hardly never want anyone without a good education.
5. Not everyone can go to college.
6. It is more important for some people to get a good high school education than it is for others.
7. I seen students take courses that mean nothing for their future.
8. These students have did themselves possibly a great harm.
9. Most employers give exams.
10. Many of these tests requires that a person read and write well.
11. A student who finds it difficult to read and write well should get help.
12. A student who has did his very best in high school has the best chance for a good job.
13. When one is applying for a job it is important to be well informed.
14. Many students do not know all the necessary information about themselves.
15. We have seen some who can't hardly answer questions about themselves.
16. It is important to know such things as your social security number.
17. Also it is important to know where your father work.
18. An employer always wants to know what job you do more better.
19. In filling out a job application it is expected that you will answer every question.
20. We are sure everyone will do his best when applying for his first job.

1/68

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Secondary Subcomponent: Standard Oral English

AUDIO-DISCRIMINATION TEST, FORM N

Name______________________________________ Period______ Date________________

Teacher__________________________ School____________________ Grade__________

1. The child tore a hole in the screen and received a cut on his finger.

2. He let out a roar when he saw the blood.

3. His mother rushed to the door to see what had happened.

4. She saw the blood on the floor and thought that he had been hurt.

5. She ran for a bandage immediately.

6. By this time the flow of blood was getting greater.

7. His father was taking a bath at the time.

8. He heard both the mother and the child crying.

9. He threw a towel around him and ran out to see what had happened.

10. When he ran in, he found the child holding his finger in his mouth.

1-68

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Secondary Subcomponent: Standard Oral English

USAGE TEST, FORM N
(Text of group test taped for pupil administration)

1. Everyone need to know how to speak well.
2. Employers always ask for an applicant's grades.
3. If a student have did his school work well, he'll have a better chance of getting a job.
4. In order to get good grades students must do they work everyday.
5. Good study habits start in the first grade.
6. When a child is very young, he should be taught how to study.
7. If his mother be at home when he comes from school, she can help him.
8. Some childrens need more help than others.
9. A child who don't read well soon loses interest in school.
10. A good reader have a better chance of passing tests.
11. Many studies have been done on the teaching of reading.
12. Many times children won't enjoy reading if the stories in they books are not interesting.
13. If a child has not learned to read by the fourth grade, he will have gotten himself off to a very bad start in school.
14. Usually small children be anxious to learn everything.
15. If a small child do his work every day, he will develop good study habits naturally.
16. Finding a good place to study is a problem in many homes.
17. He can't always use the kitchen table when his mother be busy getting dinner.
18. Also, he may not have anyone to help him.
19. If a child eat a good breakfast in the morning, he'll be more alert in class.
20. Also, they needs at least eight hours sleep each night.

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Secondary Subcomponent: Standard Oral English

ORAL READING AND CORRECTION TEST (USAGE), FORM M
(To be administered individually)

Name______________________________ Period_____ Date________________

Teacher____________________________ School__________________ Grade_____

1. I seen her take it yesterday.

2. He is much more older than his sister.

3. Mary does not have a friend.

4. Mike has did his homework.

5. We have seen her do it.

6. I haven't seen anyone.

7. I don't have no pencil.

8. My father he work downtown.

9. She is much more beautiful than any girl I know.

10. They studies for the test.

1-68

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Secondary Subcomponent: Standard Oral English

ORAL READING AND CORRECTION TEST (PRONUNCIATION), FORM M
(To be administered individually)

Name_______________________________Period____Date______________

Teacher_____________________School_________________Grade________

1. Charles chose a shirt that was chalk white.

2. We changed our hats many times.

3. Bill fell into the berry bush.

4. It was a fine spring morning.

5. I'll mop the step so no one will slip.

6. Pack that sack and stick it in the stack.

7. Shirley chokes on a chunk of chewing gum.

8. The little boy asked too many questions.

9. The boat moves closer to the base.

10. Ann was writing about meeting Jess after school.

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Secondary Subcomponent: Standard Oral English

ORAL READING AND CORRECTION TEST (USAGE), FORM N
(To be administered individually)

Name______________________________ Period______ Date_________________

Teacher__________________________ School______________________ Grade_______

1. When a person read to himself, he often skips words.

2. A person always do this when he be very tired.

3. If he have read the story before, he'll make fewer mistakes.

4. Many young children learn words before they goes to school.

5. When they get they first books, they're very pleased.

6. Some childrens likes to have someone read to them.

7. If an adult has chosen a story that is very dull, the child might become bored.

8. It is best to choose a bedtime story that don't have too much excitement.

9. Many times children have dreams if they hear a ghost story before they go to sleep.

10. Ghost stories is fun, but they should be read during the day.

1-68

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Secondary Subcomponent: Standard Oral English

ORAL READING AND CORRECTION TEST (PRONUNCIATION), FORM M
(To be administered individually)

Name______________________________ Period______ Date__________________

Teacher______________________ School____________________ Grade________

1. The boys threw the ball over the fence.

2. Would you like some more milk?

3. Be sure to shut the door when you leave.

4. The boy tore his pants.

5. The ball was thrown through the window.

6. This book was better than that one.

7. Have some cake with your coffee.

8. She was out of breath when she came.

9. The baby has a new tooth in his mouth.

10. She always tells the truth.

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Secondary Component: Standard Oral English

TEACHER EVALUATION

To teachers: Your cooperation in carefully completing this evaluation will be appreciated and will be of value in planning future activities. For each numbered item below, please circle the appropriate response.

(1-4)	(Do not mark this item)	1 2 1 K
(5-7)	School code number	___ ___ ___
(8)	Description of the ethnic background of most of your pupils this semester	1. Mexican-American 3. Other________ 2. Negro
	Indicate the number of classes in each grade level in which you used SOE kit materials	
(9)	7th grade	0 1 2 3 4 5 6
(10)	8th grade	0 1 2 3 4 5 6
(11)	9th grade	0 1 2 3 4 5 6
(12)	10th grade	0 1 2 3 4 5 6
(13)	11th grade	0 1 2 3 4 5 6
(14)	12th grade	0 1 2 3 4 5 6
(15)	How effective are SOE kit materials in teaching Standard Oral English as an alternate dialect?	very ineffective 1 ineffective 2 effective 3 very effective 4
(16)	Which SOE workshops have you attended?	1. neither 2. May '67 3. Feb.'68 4. both
(17)	How effective was the February 1968 workshop in presenting methods for using SOE materials? (If you were not a participant, do not complete.)	1 very ineffective 2 ineffective 3 effective 4 very effective

(continued on reverse)

Please answer the following questions:

(18) How could SOE kit materials be improved?

(19) Please comment on availability of tape recorders and any other equipment or supplies needed in connection with this component.

(20) List any suggestions for more efficient expending of ESEA funds to accomplish the objectives of this component.

(21) Please list any constructive suggestions for improving the required evaluation of this component.

PLEASE COMPLETE AND RETURN TO YOUR DEPARTMENT CHAIRMAN WITHIN TWO DAYS

121K

5-68

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Secondary Component: Standard Oral English

JUDGE'S RATINGS OF PUPIL PERFORMANCE

School______________________________ Teacher______________________________

Judge______________________________ Date tape audited______________ MA N E C

Instructions: Two tapes will be played in succession for each pupil. After listening to the first tape, please put an X in the applicable column to describe your opinion of the pupil's language usage. Then put an X in the applicable column to describe your opinion of his pronunciation. Repeat this process for the second tape, again rating usage and then pronunciation.

Names of Pupils (Arranged in order of pre- and posttaping)	FIRST TAPE								SECOND TAPE							
	Usage				Pronunciation				Usage				Pronunciation			
	Poor	Fair	Good	Excellent	Poor	Fair	Good	Excellent	Poor	Fair	Good	Excellent	Poor	Fair	Good	Excellent
1.																
2.																
3.																
4.																
5.																
6.																
7.																
8.																
9.																
10.																
11.																
12.																
13.																
14.																
15.																
16.																

6-68

121L

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Secondary Subcomponent: Standard Oral English

WORKSHOP EVALUATION (FEBRUARY 1968)

NOTE TO PARTICIPANTS: Your cooperation in carefully completing this evaluation will be appreciated and will be of value in planning future workshops. For each numbered item below, please circle the applicable number or place an X in the appropriate space.

(1-4) (Do not mark this item) 1 2 1 M

Years of experience teaching classes in which the majority of pupils were:

(5)	Mexican-American	1. None	2. 1-2	3. 3-4	4. 5 or more
(6)	Negro	1. None	2. 1-2	3. 3-4	4. 5 or more
(7)	Other than Mexican-American/Negro	1. None	2. 1-2	3. 3-4	4. 5 or more

(8)	Majority of pupils in current classes	1. Mexican-American	2. Negro	3. Other

How much has your knowledge of SOE materials and methods increased through these presentations?		0. not applicable	1. little or none	2. some	3. much	4. very much
(9)	Workshop objectives	___	___	___	___	___
(10)	Lecture, "Language and the Disadvantaged"	___	___	___	___	___
(11)	Explanation of the SOE program	___	___	___	___	___
(12)	Lessons on motivation	___	___	___	___	___
(13)	Lessons other than on motivation	___	___	___	___	___
(14)	Discussion of classroom tryouts	___	___	___	___	___

In planning another SOE workshop for teachers who have not attended an SOE workshop, how much more time would you allocate to:		1. little or none	2. some	3. much	4. very much
(15)	Teaching materials and methods?	___	___	___	___
(16)	SOE program and background?	___	___	___	___
(17)	Tape recorder instruction and practice?	___	___	___	___

121M

Media: How helpful were the following activities in assisting you to reach your workshop goals?	0. not applicable	1. no help	2. little help	3. some help	4. much help
(18) Lectures and short oral presentations	___	___	___	___	___
(19) Reading assignments	___	___	___	___	___
(20) Group discussion	___	___	___	___	___
(21) Involvement in demonstrations (teachers acting as pupils)	___	___	___	___	___
(22) Classroom tryouts of materials	___	___	___	___	___

(23) Would you attend a workshop of this type again without pay? 1. yes 2. no

PLEASE ANSWER THE FOLLOWING QUESTIONS:

A. What were your workshop objectives?

B. In future workshops of this type, what should be emphasized more?

C. In future workshops of this type, what should be emphasized less?

D. Please add any comments you wish regarding the evaluation of this workshop or of the subcomponent.

E. Additional comments.

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Secondary Subcomponent: New Literature for English Classes

PUPIL RATING OF EXPERIMENTAL MATERIALS

Pupil's name ______________________________ School ____________________

Name of teacher who asked pupil to complete form ______________________________ Date ______________

Title of materials ____

(1-4) (Do not mark this item)	1 2 2 A			
(5-7) School code number	___ ___ ___			
(8-9) Grade (circle)	01. B7 02. A7 03. B8	04. A8 05. B9 06. A9	07. B10 08. A10 09. B11	10. A11 11. B12 12. A12
(10-11) Roll book number	___ ___			
(12) Sex (circle)	1. boy		2. girl	
(13) Type of material (circle)	1. mimeographed		2. printed	
(14-16) Publication number	___ ___ ___			
(17-24) (Do not mark this item)	___ ___ ___ ___ ___ ___ ___ ___			

FOR EACH QUESTION BELOW, PLEASE CIRCLE THE WORD OR WORDS IN ONE BOX TO TELL HOW YOU FEEL ABOUT THE MATERIALS YOU HAVE JUST READ, COMPARED WITH OTHER MATERIALS YOU HAVE READ IN SCHOOL.

	1.	2.	3.	4.
(25) How easy was this story or book to read?	very hard	hard	easy	very easy
(26) How many words did you know?	few	some	most	all
(27) How easy was this story or book to understand?	very hard	hard	easy	very easy
(28) How real were the people?	very unreal	unreal	real	very real
(29) How real were the things the people said?	very unreal	unreal	real	very real
(30) How much did you care about what happened to most of the people?	very little	little	much	very much
(31) To how many of your friends would you recommend this story or book?	none	few	most	all
(32) How real were the things that happened in this story or book?	very unreal	unreal	real	very real
(33) How much would you like to read other stories or books like this?	not at all	little	much	very much

122A

11/67

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Secondary Subcomponent: New Literature for English Classes

TEACHER OR JURY RATING OF EXPERIMENTAL MATERIALS

me________________________School or Office________________________

Title of materials________________________Evaluation date________________________

(Please refer to Form i122B for instructions and explanation of items 5-7, 13-15)

ite in or circle appropriate response:

(1-4)	(Do not mark this item)	1 2 2 B
-7)	School code number	___ ___ ___
8-9)	Grade level of most pupils in class	01. B7 02. A7 03. B8 04. A8 05. B9 06. A9 07. B10 08. A10 09. B11 10. A11 11. B12 12. A12
0)	Ability level of class	1. average 2. below average 3. low index 4. E.M.R.
1)	Teacher or jury member	1. teacher 2. jury member
(12)	Type of material	1. mimeographed 2. printed
3-15)	Publication number	___ ___ ___

FOR EACH ITEM BELOW, PLEASE CIRCLE THE APPROPRIATE RESPONSE TO INDICATE YOUR EVALUATION OF IE EXPERIMENTAL MATERIALS FOR USE WITH THIS TYPE OF CLASS.

		1	2	3	4
6)	Reading ease.	very difficult	difficult	easy	very easy
7)	Characters. Pupils could probably identify with characters to:	a very limited extent	a limited extent	some extent	a considerable extent
(18)	Content.*	poor	fair	good	very good
(19)	Locale. Pupils could probably identify with locale to:	a very limited extent	a limited extent	some extent	a considerable extent

---

Based on such factors as: immediate pupil appeal; awareness of real world in which pupils live; avoidance of slick superficiality; attempt to develop a sense of values; increase in appreciation of human relations; suitability of maturity level; avoidance of overt moralizing; avoidance of overt, questionable language and plot situation, but at the same time being realistic; stimulation of imagination.

WITHIN TWO DAYS AFTER THE EXPERIMENTAL UNIT HAS BEEN READ AND EVALUATED BY YOU, PLEASE RETURN THIS COMPLETED FORM VIA SCHOOL MAIL TO:

CONSULTANT, NEW MATERIALS FOR ENGLISH CLASSES
BIMINI PLACE CENTER

122B

11-67

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Secondary Subcomponent: New Literature for English Classes

WORKSHOP EVALUATION (JANUARY 1968)

NOTE TO PARTICIPANTS: Your cooperation in carefully completing this evaluation will be appreciated and will be of value in planning future workshops. For each numbered item below, please circle the appropriate number to indicate your evaluation of the workshop.

(1-4) (Do not mark this item)	1 2 2 D			
(5) Current assignment (circle one)	1. junior high		2. senior high	
(6) Your English teaching experience in years (circle one)	0. under 1 1. 1-3	2. 4-6 3. 7-9	4. 10-12 5. 13-15	6. 16 or mor
Extent of your knowledge (before this workshop) of characteristics of the culturally disadvantaged:	little	some	adequate	extensive
(7) Mexican-American pupils	1	2	3	4
(8) Negro pupils	1	2	3	4
Extent to which you feel each of the following lectures has helped:				
A. Your understanding of disadvantaged pupils:	little or none	some	much	very much
(9) "Some Creative Ways to Write Selections for Urban Youth" (Dr. John Durham)	1	2	3	4
(10) "An Author and Teacher Explores Creative Ways to Teach New Literature for English Classes" (Mrs. Jane Sprague)	1	2	3	4
B. Your ability to present literature to disadvantaged pupils:				
(11) "Some Creative Ways. . ."	1	2	3	4
(12) "An Author and Teacher. . ."	1	2	3	4
C. Your ability to evaluate reading material for the disadvantaged:				
(13) "Some Creative Ways. . ."	1	2	3	4
(14) "An Author and Teacher. . ."	1	2	3	4
Methods of teaching:				
(15) How many methods new to you were presented in the workshop?	1. none	2. few	3. some	4. many

(16) Of how much value to you will the new methods be?	1. little	2. some	3. much	4. very much
Appropriateness and effectiveness of materials discussed:	very inappropriate	inappropriate	appropriate	very appropriate
(17) Appropriateness of printed materials for cultural background of pupils.	1	2	3	4
(18) Appropriateness of printed materials for reading level of pupils.	1	2	3	4
(19) Appropriateness of printed materials for interests of pupils.	1	2	3	4
(20) Effectiveness of printed materials in improving pupil reading achievement.	very ineffective 1	ineffective 2	effective 3	very effective 4
Media: How helpful were the following activities in assisting you to reach your workshop goals?	no help	little help	some help	much help
(21) Small-group discussions	1	2	3	4
(22) Oral reports in section meeting (not your own report)	1	2	3	4
(23) Informal discussion before and after meetings and during "breaks"	1	2	3	4
(24) Reading assignments	1	2	3	4
Attendance without pay:				
(25) Would you attend a workshop of this type again without pay?	1. yes		2. no	

PLEASE ANSWER THE FOLLOWING QUESTIONS: (If more space is needed, please use reverse side).

(A) In future workshops of this type, what should be emphasized more?

(B) In future workshops of this type, what should be emphasized less?

(C) Please add any comments you wish regarding the evaluation of this workshop or of the subcomponent.

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Secondary Subcomponent: New Literature for English Classes

PUPIL INTEREST RATING SCALE

Pupil's name______________________________ School________________________

Name of your English teacher____________________________ Date__________________

(1-4)	Do not mark this item	1 2 2 E			
(5-7)	School code number	__ __ __			
(8)	Grade (circle)	1. B7	2. A7	3. B10	4. A10
(9-10)	Roll book number	__ __			
(11)	Sex (circle)	1. boy		2. girl	
(12)	Control/experimental	1. control		2. experimental	

Please circle the word like after the FIVE activities you like the most.
Circle the word dislike after the FIVE activities you dislike the most.
Do not circle both words for the same activity.

ACTIVITIES	CHOICES Circle FIVE "likes" and FIVE "dislikes"
(13) Watching television	like - dislike
(14) Working with hobby	like - dislike
(15) Dancing or music activities	like - dislike
(16) Taking automobile trips	like - dislike
(17) Reading (not for school assignments)	like - dislike
(18) Playing indoor games	like - dislike
(19) Attending movies or plays	like - dislike
(20) Working around home	like - dislike
(21) Listening to radio	like - dislike
(22) Attending athletic events	like - dislike
(23) Playing outdoor games, engaging in sports	like - dislike
(24) Listening to someone read aloud	like - dislike
(25) Working away from home	like - dislike
(26) Being active in clubs or organizations	like - dislike
(27) Other:________________________	like - dislike

PLEASE CIRCLE THE CORRECT ANSWER FOR EACH OF THE FOLLOWING QUESTIONS:

(28) How much do your parents encourage you to read at home (not including reading for school assignments)?	1. none 2. little	3. some 4. much
(29) How many hours per week do you devote to reading (not including reading for class assignments)?	1. under 1 2. 1-2	3. 3-4 4. 5 or more
(30) How often do you borrow books from your school library?	1. never 2. seldom	3. sometimes 4. often
(31) How long have you had a city or county library card?	1. I don't have one 2. less than one year	3. 1 to 3 years 4. more than 3 years
(32) How often do you borrow books from the city or county library?	1. never 2. seldom	3. sometimes 4. often
(33) How many books do you personally own (do not include magazines and do not include books belonging to others in your family)?	1. none 2. 1-3	3. 4-6 4. 7 or more
(34) Attach a sheet of paper to this questionnaire. Write on it the names of magazines you usually read at home. How many did you list?	1. none 2. 1-3	3. 4-6 4. 7 or more

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How much do you *like to read the following* types of stories or books?	not at all	little	some	much
(35) Adventure	1	2	3	4
(36) Biography	1	2	3	4
(37) Detective	1	2	3	4
(38) History	1	2	3	4
(39) Mystery	1	2	3	4
(40) Plays	1	2	3	4
(41) Poetry	1	2	3	4
(42) Science fiction	1	2	3	4
(43) Travel	1	2	3	4

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Secondary Component: New Literature for English Classes

TEACHER EVALUATION

To teachers: Your cooperation in carefully completing this evaluation will be appreciated and will be of value in planning future activities. For each numbered item below, please circle the appropriate response.

(1-4)	(Do not mark this item)	1 2 2 F
(5-7)	School code number	___ ___ ___
(8)	How many B7 or B10 English classes were you assigned during spring semester 1968 which were average or below average in reading ability?	0 1 2 3 4 5 6
(9)	If you circled zero for item #8, in what grade level did you use ESEA new literature materials?	1. A7 | 3. A8 | 5. A9 | 7. B11 | 9. B12 2. B8 | 4. B9 | 6. A10 | 8. A11 | 10. A12
(10)	Description of ethnic background of most of your pupils this semester:	1. Mexican-American 2. Negro 3. Other__________ __________
(11)	Number of B7 or B10 classes in which you tried out ESEA New Literature materials this semester:	0 1 2 3 4 5 6

If you have not tried out any ESEA New Literature materials in any classes this semester, indicate reason(s):

(12)	Materials not suitable because	1. reading level too difficult 2. reading level too easy 3. maturity level inappropriate 4. identification with characters or locale unlikely 5. other__________ __________
(13)	Materials not available	1. apparently none in this school 2. not enough materials issued 3. other__________ __________

If you have tried out one or more ESEA New Literature units this semester, complete the following concerning the appropriateness or effectiveness of the materials for your pupils with respect to:

		1.	2.	3.	4.
(14)	Reading level	too difficult	difficult	too easy	satisfactory
(15)	Maturity level	very inappropriate	inappropriate	appropriate	very appropriate
(16)	Indentification with characters	very inappropriate	inappropriate	appropriate	very appropriate
(17)	Identification with locale	very inappropriate	inappropriate	appropriate	very appropriate
(18)	ESEA New Literature workshops attended	1. neither	2. June '67	3. Jan.'68	4. both
(19)	How effective was the January 1968 workshop in presenting methods for using ESEA materials?	1. very ineffective	2. ineffective	3. effective	4. very effective

Please answer the following questions:

(20) How could ESEA New Literature materials be improved?

(21) In what other manner could ESEA funds be expended to provide pupils with effective instructional materials?

(22) Please list any constructive suggestions for improving the required evaluatior of this component.

PLEASE COMPLETE AND RETURN TO YOUR DEPARTMENT CHAIRMAN WITHIN TWO DAYS.

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Secondary Subcomponent: Inservice Education

WORKSHOP EVALUATION: SEMINAR IN MULTICULTURAL RELATIONS (DR. STEINBERG)

NOTE TO PARTICIPANTS: Your reactions and comments are needed to complete the evaluation of this workshop and to provide information in planning future workshops.

Current Assignment: (Check one) ___ junior high school ___ senior high school

Teaching Experience: (in school years)

___ 0-1 ___2-3 ___4-6 ___ 7-9 ___10+

General Instructions: Following each of the items in Sections A and B below, place an X on the appropriate space.

SECTION A - WORKSHOP CONTRIBUTIONS TO PROFESSIONAL GROWTH

1. I feel that the contribution of the workshop to my professional growth was:

___ a waste of time ___ not worthwhile ___ worthwhile ___ very worthwhile

2. In my opinion, most of the participants gained useful or beneficial knowledge from the workshop to the following extent:

___ none ___ little ___ some ___ much

3. As a result of the workshop, in my opinion, most participants improved their attitudes to the following extent:

___ none ___ little ___ some ___ much

SECTION B - WORKSHOP ACTIVITIES

Please indicate the extent to which you feel each of the activities helped your understanding of the educationally disadvantaged child:

	None	Little	Much	Very Much
1. Presentation by group leader	___	___	___	___
2. Role playing demonstration (Tuesday A.M.)	___	___	___	___
3. Lecture (Wednesday A.M.)	___	___	___	___
4. Involvement of pupils for groups	___	___	___	___

SECTION C - OPEN-END QUESTIONS

1. If I were to plan another such workshop, I would give more time to:

2. If I were to plan another such workshop, I would give less time to:

3. Other suggestions for improvement?

4. I think the most helpful thing for me in continuing my own growth as a teacher in one of the mid-city schools would be:

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Secondary Subcomponent: Inservice Education

WORKSHOP EVALUATION: SEMINAR IN MULTICULTURE RELATIONSHIP (DR. STEINBERG)

NOTE TO PARTICIPANTS: Your cooperation in carefully completing this evaluation will be appreciated and will be of value in planning future workshops. For each question or item below, please circle one response only.

(1-5)	(Do not mark this item)	1 2 3 B			
(6-9)	Workshop series and number (the first letter is the series)	A01A A04	A06 A07	A09 A10	C01 C02
(10)	Current assignment	1. junior high		2. senior high	
(11)	Years of junior high teaching experience	0. under 1 1. 1-3	2. 4-6 3. 7-9	4. 10-12 5. 13-15	6. 16 or more
(12)	Years of senior high teaching experience	0. under 1 1. 1-3	2. 4-6 3. 7-9	4. 10-12 5. 13-15	6. 16 or more
(13)	Who primarily requested your participation in this workshop?	1. self 2. department chairman		3. principal 4. other ________	

SECTION A - WORKSHOP CONTRIBUTIONS TO PROFESSIONAL GROWTH

		1	2	3	4
(14)	I feel that the contribution of the workshop to my professional growth was:	a waste of time	not worthwhile	worthwhile	very worthwhile
(15)	I gained useful or beneficial knowledge from the workshop to the following extent:	none	little	some	much
(16)	As a result of the workshop, I feel that I have improved my attitude to the following extent:	none	little	some	much

SECTION B - WORKSHOP ACTIVITIES

Please indicate the extent to which you feel each of the activities helped your understanding of the educationally disadvantaged child:

		1	2	3	4
(17)	Activities directed by group leader	none	little	some	much
(18)	Role-playing demonstration	none	little	some	much
(19)	Lecture	none	little	some	much
(20)	Involvement of pupils for groups of workshop participants	none	little	some	much

SECTION C - GENERAL EFFECTIVENESS

	1	2	3	4
(21) How effective was the planning and general leadership of this workshop?	very ineffective	ineffective	effective	very effective
(22) Would you attend a workshop of this type again without pay?	yes	no		

SECTION D - GENERAL QUESTIONS

(A) If you were responsible for planning another such workshop, what would you give more time to?

(B) If you were responsible for planning another such workshop, what would you give less time to?

(C) What other suggestions do you have for improvement?

(D) What feature of the workshop will probably contribute the most toward your growth as a teacher in a midcity school?

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Secondary Subcomponent: Inservice Education

WORKSHOP EVALUATION: SEMINAR IN MULTICULTURE RELATIONSHIP (DR. WHITE)

NOTE TO PARTICIPANTS: Your cooperation in carefully completing this evaluation will be appreciated and will be of value in planning future workshops. For each question or item below, PLEASE CIRCLE ONE RESPONSE ONLY.

(1-5)	(Do not mark this item)	1 2 3 C
(6-9)	Workshop series and number (the first letter is the series)	A01B A02 A03 B01 B02 B03 B04 B05 B06 B07
(10)	Current assignment	1. junior high 2. senior high
(11)	Years of junior high teaching experience	0. under 1 2. 4-6 4. 10-12 6. 16 or more 1. 1-3 3. 7-9 5. 13-15
(12)	Years of senior high teaching experience	0. under 1 2. 4-6 4. 10-12 6. 16 or more 1. 1-3 3. 7-9 5. 13-15
(13)	Who primarily requested your participation in this workshop?	1. self 3. principal 2. department chairman 4. other ________

SECTION A - LECTURE DISCUSSION TOPICS

To what extent has each of the following topics helped your understanding of cultural groups and social forces in our society?

(14)	Negro history and culture	1. a waste of time 3. of moderate help 2. of little help 4. of great help
(15)	Mexican-American culture	1. a waste of time 3. of moderate help 2. of little help 4. of great help
(16)	Viewpoints within the dominant culture	1. a waste of time 3. of moderate help 2. of little help 4. of great help

What type of emotional impact did each topic have on you?

(17)	Negro history and culture	1. none 3. some 2. little 4. much
(18)	Mexican-American culture	1. none 3. some 2. little 4. much
(19)	Viewpoints within the dominant culture	1. none 3. some 2. little 4. much

SECTION B - SMALL GROUP INTERACTION

Please indicate your reactions to the following:

(20) General reaction	1. very negative 2. negative	3. positive 4. very positive
(21) Effectiveness of leadership	1. very negative 2. negative	3. positive 4. very positive
(22) Effectiveness of other group members	1. very negative 2. negative	3. positive 4. very positive
(23) Technique:* ______________	1. very negative 2. negative	3. positive 4. very positive
(24) Technique:* ______________	1. very negative 2. negative	3. positive 4. very positive
(25) Technique:* ______________	1. very negative 2. negative	3. positive 4. very positive

(*to be supplied by workshop leaders)

SECTION C - GENERAL EFFECTIVENESS

(26) How effective was the planning and organization of this workshop?	1. very ineffective 2. ineffective	3. effective 4. very effective
(27) Would you attend a workshop of this type again without pay?	1. yes	2. no

SECTION D - GENERAL QUESTIONS

(A) What did you find were the most valuable ideas presented in the lectures?	(B) In future lectures, what do you think should be emphasized or de-emphasized?
(C) What were the most important insights you gained as a result of the small group meetings?	(D) In future workshops, what factors in the small group situation should be emphasiz more (or less)?
(E) If you had the opportunity, would you like to participate again in this workshop? Why?	(F) If you were to participate again in this workshop, what would you do differently?

(G) How might you use your experience in this workshop to aid in implementing more effective behavior in your classroom and in your school?

11/67

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Secondary Subcomponent: Inservice Education

WORKSHOP EVALUATION: SEMINAR IN MULTICULTURE RELATIONSHIP (DR. WHITCOMB)

NOTE TO PARTICIPANTS: Your cooperation in carefully completing this evaluation will be appreciated and will be of value in planning future workshops. For each question or item below, PLEASE CIRCLE ONE RESPONSE ONLY.

(1-5) (Do not mark this item)	1 2 3 D
(6-9) Workshop series and number (the first letter is the series)	A05 A08
(10) Current assignment	1. junior high 2. senior high
(11) Years of junior high teaching experience	0. under 1 1. 1-3 2. 4-6 3. 7-9 4. 10-12 5. 13-15 6. 16 or more
(12) Years of senior high teaching experience	0. under 1 1. 1-3 2. 4-6 3. 7-9 4. 10-12 5. 13-15 6. 16 or more
(13) Who primarily requested your participation in this workshop?	1. self 2. department chairman 3. principal 4. other ________

SECTION A - TOPICS

	To what extent has each of the following topics helped your understanding of the problems involved in multiculture relationships? (circle one)				What is your estimate of the effectiveness of solutions offered to problems involved in the following topics? (circle one) 1 = no solution proposed 2 = ineffective solution 3 = fairly effective solutio 4 = very effective solutic			
	none	little	some	much				
(14-15) Unique problems of working with those different from ourselves.	1	2	3	4	1	2	3	4
(16-17) Communication skills	1	2	3	4	1	2	3	4
(18-19) Interpersonal skills	1	2	3	4	1	2	3	4
(20-21) Problems in an inter-racial school setting	1	2	3	4	1	2	3	4
(22-23) School problems as seen through the eyes of the pupils	1	2	3	4	1	2	3	4
(24-25) Community resources	1	2	3	4	1	2	3	4
(26-27) Problems presented through role playing	1	2	3	4	1	2	3	4
(28-29) "Where do we go from here?"	1	2	3	4	1	2	3	4

123D

SECTION B - MEDIA

How effective were the following media in presenting the workshop agenda?	very ineffective	ineffective	effective	very effective
(30) Lectures	1	2	3	4
(31) Small group discussions	1	2	3	4
(32) Large group discussions	1	2	3	4
(33) Panel of pupils	1	2	3	4
(34) Panels of adults	1	2	3	4
(35) Role playing	1	2	3	4
(36) Informal discussion during "breaks"	1	2	3	4

SECTION C - WORKSHOP LEADERS

How effective was each of the following workshop leaders?	very ineffective	ineffective	effective	very effective
(37) Edward Blakely	1	2	3	4
(38) David Whitcomb	1	2	3	4
(39) Susanne Whitcomb	1	2	3	4
(40) Marianne Williams	1	2	3	4

SECTION D - GENERAL EFFECTIVENESS

(41) How effective was the planning and organization of this workshop?	1. very ineffective 2. ineffective	3. effective 4. very effective
(42) Would you attend a workshop of this type again without pay?	1. yes	2. no

SECTION E - GENERAL QUESTIONS

(Attach additional pages if necessary.)

(A) What is the most significant new insight you have gained as a result of this workshop and what contributed the most to such insight?

(B) In future workshops of this type, what do you think should be emphasized more?

(C) In future workshops of this type, what do you think should be emphasized less?

(D) What ideas gained from this workshop do you think could be implemented in your school?

11/67

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Secondary Component: Inservice Education

WORKSHOP FOLLOW-UP EVALUATION

According to our records you attended the seminar in multiculture relations circled below:

WS No.	From	To	Leader	WS No.	From	To	Leader
A01A	9/5	9/7	Dr. Steinberg	B01	9/23	10/21	Dr. White
A01B	9/5	9/8	Dr. White	B02	10/28	12/9	Dr. White
A02	10/2	10/6	Dr. White	B03	1/6	2/3	Dr. White
A03	10/9	10/13	Dr. White	B04	2/10	3/9	Dr. White
A04	4/8	4/12	Dr. Steinberg	B05	3/16	4/20	Dr. White
A05	1/6	1/20	Dr. Whitcomb	B06	4/27	5/25	Dr. White
A06	12/18	12/20	Dr. Steinberg	B07	6/1	6/29	Dr. White
A07	11/13	11/17	Dr. Steinberg	C01	12/1	12/3	Dr. Steinberg
A08	4/20	5/4	Dr. Whitcomb	C02	3/29	3/30	Mr. Lansu
A09	4/1	4/5	Dr. Steinberg	D01	3/23	4/20	Dr. White
A10	4/15	4/19	Dr. Steinberg	D02			

Your cooperation in completing the following will be appreciated and will be of value in planning future workshops:

1. Are you or have you been involved in any new professional activities, projects, or programs as a result of participation in this workshop? If so, please describe such activities.

2. What ideas gained from the workshop have you applied to your ongoing professional activities in school or community?

3. What ideas gained from the workshop do you plan to implement in the future?

---

4. Has participation in this workshop resulted in a change in your attitude toward disadvantaged pupils? Please give examples of any change.

---

5. Please comment on the appropriateness of this evaluation instrument.

---

6. Other comments

WITHIN TWO DAYS OF RECEIPT, PLEASE COMPLETE AND RETURN THIS QUESTIONNAIRE VIA SCHOOL MAIL TO:

OFFICE OF RESEARCH AND DEVELOPMENT
at EMERSON MANOR ROOM 7-123

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Subcomponent: Inservice Education

WORKSHOP SESSION QUESTIONNAIRE: SEMINAR IN SCHOOL-COMMUNITY MULTICULTURE RELATIONS

NOTE TO PARTICIPANTS: Your evaluation of today's session of the workshop will be appreciated. Please complete the following:

Date ________________________

In future workshops of this type:

1. What themes presented today should receive more emphasis?

2. What themes presented today should receive less emphasis?

3. What themes would you add to the agenda?

Please comment briefly on the effectiveness of the following activities as a means of presenting or understanding workshop themes.

4. Panel presentations or lecture, whichever was used.

5. Small group discussion.

6. Do you feel that today's session was of value to you? Please explain.

Any additional comments?

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Secondary Subcomponent: Inservice Education

WORKSHOP EVALUATION: SEMINAR IN SCHOOL-COMMUNITY MULTICULTURE RELATIONS

NOTE TO PARTICIPANTS: Your cooperation in carefully completing this evaluation will be appreciated and will be of value in planning future workshops. For each question or item below please enter appropriate response or circle applicable number.

(1-5)	(Do not mark this item)	1 2 3 G
(6-9)	Workshop series and number (to be announced by workshop leader)	D01 D02 D03
(10)	Number of workshop sessions attended (circle)	1 2 3
(11)	Are you a certificated employee of the Los Angeles School Districts? (circle yes or no)	1. yes 2. no
(12)	Code number of school for which this workshop is designed (to be announced by workshop leader)	___ ___ ___
(13)	How many of your children attend this school?	0 1 2 3 or more
	Please answer questions 14 and 15 only if you answered "yes" to question 11	
(14)	Years of secondary school teaching experience	1. under 4 2. 4 to 6 3. more than 6
(15)	Who primarily requested your participation in this workshop?	1. self 2. department chairman 3. principal 4. other ____________

(continued on reverse)

SECTION A - THEMES

To what extent did each of the following themes presented in the workshop help your understanding of school-community multiculture relations?	not applicable	none	little	some	much
(16) Your Role as Change Agent	0	1	2	3	4
(17) The Role of Community Persons in the School	0	1	2	3	4
(18) Black Culture and Heritage or Mexican-American Culture and Heritage	0	1	2	3	4
(19) Utilizing Community Organizations	0	1	2	3	4
(20) The Generation Gap	0	1	2	3	4
(21) Improving School-Home Communication	0	1	2	3	4

SECTION B - ACTIVITIES

How effective were the following media as a means of presenting or understanding workshop themes?	not applicable	very ineffective	ineffective	effective	very effective
(22) Panel presentations	0	1	2	3	4
(23) Small group discussions	0	1	2	3	4
(24) Informal discussion during "breaks"	0	1	2	3	4
(25) Lecture	0	1	2	3	4

SECTION C - GENERAL EFFECTIVENESS

	not applicable	very ineffective	ineffective	effective	very effective
(26) How effective was the planning and organization of this workshop?	0	1	2	3	4

(continued on next page)

SECTION D - GENERAL QUESTIONS

(Use reverse side if more space is needed)

(27) In future workshops of this type, what changes should be made in methods of presentation?

(28) In future workshops of this type, what themes should be emphasized more or emphasized less?

(29) In future workshops of this type, what organizational changes would you recommend?

(30) How do you plan to implement any ideas discussed in this workshop?

(31) Please comment on how well this evaluation instrument reflects the content of the inservice sessions.

3/68

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Secondary Subcomponent: Inservice Education

WORKSHOP EVALUATION: SFP STAFF DEVELOPMENT CONFERENCE

NOTE TO PARTICIPANTS: Your cooperation in carefully completing this evaluation will be appreciated and will be of value in planning future workshops. For each question or item below please circle the applicable number.

(1-5) (Do not mark this item) 1 2 3 H

In the topic, "Trends in Urban Education":	none	little	some	much
(6) To what extent was information presented that was new to you?	1	2	3	4
(7) To what extent will information presented be of use to you in your current assignment?	1	2	3	4
In the discussion of curricular and organizational innovations:				
(8) To what extent was information presented that was new to you?	1	2	3	4
(9) To what extent will information presented be of use to you in your current assignment?	1	2	3	4
(10) To what extent did the topic "Community Relations and Involvement" help your understanding of local community attitudes?	1	2	3	4

How effective were the following media in presenting or assimilating material included in the workshop agenda?	not applicable	very ineffective	ineffective	effective	very effective
(11) Speech by Mr. McLaughlin	0	1	2	3	4
(12) Reaction panel	0	1	2	3	4
(13) Small group discussions	0	1	2	3	4
(14) Panel of community leaders	0	1	2	3	4
(15) Staff interaction with community panel	0	1	2	3	4
(16) Summary group reports	0	1	2	3	4
(17) How effective was the planning, organization, and general leadership of this workshop?	0	1	2	3	4

123H

Add a sheet if more space is needed to answer the following questions:

(18) What ideas or materials presented in the workshop would you like to know more about, and why?

(19) What ideas or materials presented in the workshop do you think will be of little value to you?

(20) What additional information would you like to have presented in future workshops of this type?

(21) What ideas or projects described in the workshop should be implemented in Los Angeles schools, and what obstacles do you think would be involved?

(22) Please comment on how well this evaluation instrument reflects the content of the inservice sessions.

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Secondary Component: Inservice Education

FOLLOW-UP EVALUATION: SEMINAR IN SCHOOL-COMMUNITY MULTICULTURE RELATIONS

(To be completed only by certificated school personnel)

For each question below please circle the applicable number.

To what extent has participation in this workshop:	None	Little	Some	Much
1. Helped your understanding of people of this community?	1	2	3	4
2. Provided opportunities to recognize and utilize strengths in youth to help them develop their potential?	1	2	3	4
3. Provided additional methods for working directly with pupils and parents?	1	2	3	4
4. Helped to reinforce the foundations and structure for a continuing faculty human relations workshop?	1	2	3	4

5. Please comment on the general value, effectiveness, and outcomes of this workshop.

6. Please comment on how well this evaluation instrument assesses your opinion on the attainment of workshop objectives.

7. Other comments

123I

10 - 68

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Secondary Component: Inservice Education

WORKSHOP DROPOUT EVALUATION

According to our records you attended at least one session of the seminar in multiculture relations circled below, but did not attend the last session:

WS No.	From	To	Leader	WS No.	From	To	Leader
A01A	9/5	9/7	Dr. Steinberg	B01	9/23	10/21	Dr. White
A01B	9/5	9/8	Dr. White	B02	10/28	12/9	Dr. White
A02	10/2	10/6	Dr. White	B03	1/6	2/3	Dr. White
A03	10/9	10/13	Dr. White	B04	2/10	3/9	Dr. White
A04	4/8	4/12	Dr. Steinberg	B05	3/16	4/20	Dr. White
A05	1/6	1/20	Dr. Whitcomb	B06	4/27	5/25	Dr. White
A06	12/18	12/20	Dr. Steinberg	B07	6/1	6/29	Dr. White
A07	11/13	11/17	Dr. Steinberg	C01	12/1	12/3	Dr. Steinberg
A08	4/20	5/4	Dr. Whitcomb	C02	3/29	3/30	Mr. Lansu
A09	4/1	4/5	Dr. Steinberg	D01	3/23	4/20	Dr. White
A10	4/15	4/19	Dr. Steinberg	D02			

Your cooperation in completing the following will be appreciated and will be of value in planning future workshops.

REASONS FOR DISCONTINUING ATTENDANCE If you discontinued attendance for several reasons, please rank your reasons in order of importance by entering a "1" on the line in front of your main reason, a "2" in front of your next-most-important reason, etc.

1. _____ Already familiar with content.

2. Workshop uninteresting because of:

   a. _____ Content. b. _____ Speakers. c. _____ Discussion. d. _____ Other:

   ____

3. _____ Workshop poorly planned or organized.

4. Personality conflict with:

   a. _____ One or more leaders. b. _____ One or more participants.

5. Time scheduled conflicted with:

   a. _____ Professional duties. b. _____ Attending college classes.

   c. _____ Unexpected personal business. d. _____ Other ____________________

6. _____ Too far to drive or lack of transportation.

7. _____ Illness or injury.

8. _____ Personal emergency other than illness or injury.

(continued on reverse)

123J

9. Please list any reasons for discontinuing attendance not included above.

10. Please comment on how well this evaluation instrument reflects your reason(s) for discontinuing attendance at the workshop.

WITHIN TWO DAYS OF RECEIPT PLEASE COMPLETE AND RETURN THIS QUESTIONNAIRE VIA SCHOOL MAIL TO:

OFFICE OF RESEARCH AND DEVELOPMENT
at EMERSON MANOR Room 7-123

Pupil's Last Name ____ First ____ Sex ____ Parent's Last Name ____ First ____

Birthdate: Month Day Year ____ Grade Level ____ Name of School ____

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Secondary Subcomponent: Evening Counseling

TALLY RECORD OF INTERVIEWS

Parent Interviews Regarding:

The School:

Program Tally________________Total________

Personnel Tally________________Total________

Services Tally________________Total________

Personal Concerns:

Self Tally________________Total________

Pupil Tally________________Total________

Others Tally________________Total________

Grand Total All Interviews Total________

PARENT INFORMATION

Month and year first contacted:

____

Month and year terminated:

____

Parent Interview Initiated by:

Self Tally________________Total________

Vice Principal Tally________________Total________

Teacher Tally________________Total________

Guidance Staff Tally________________Total________

Others Tally________________Total________

Number of Follow-up Conferences with:

Self Tally________________Total________

Vice Principal Tally________________Total________

Teacher Tally________________Total________

Guidance Staff Tally________________Total________

Others Tally________________Total________

Please indicate on the back of this sheet if pupil or others were present at parent interviews.

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Secondary Component: Evening Counseling

PARENT QUESTIONNAIRE

The counseling office at your child's school has been open at least twice a week for parents to talk to counselors. Since you have been in to see a counselor at least twice, we are asking you to help us find out how parents feel about this service.

1. Did you ask to see the counselor? Yes _____ No _____

2. Or did someone from school ask you to come in to see the counselor? Yes _____ No _____

3. Did you receive the help you expected? Yes _____ No _____

4. If you did receive some help but would like to receive further help, please explain.

____

____

____

____

5. If you did not get the help you wanted, please explain.

____

____

____

____

6. What suggestions would you have for improving this evening counseling service for parents?

____

____

____

____

7. Additional comments:

____

____

____

____

5-68

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Secondary Component: Evening Counseling

COUNSELOR RATING SCALE

Please complete this questionnaire on the basis of your experience in this component. Your frank opinions will be greatly appreciated.

Please indicate the value of the component in assisting parents to better understand their:

(To rate each item please circle one number only.)

	Does not Apply	No Value	Little Value	Some Value	Much Value
1. child's feelings about himself.	0	1	2	3	4
2. child's feelings about his parents.	0	1	2	3	4
3. child's feelings about his friends.	0	1	2	3	4
4. child's ability to get along with others.	0	1	2	3	4
5. child's ability to do school work.	0	1	2	3	4
6. child's school curriculum and graduation requirements.	0	1	2	3	4
7. child's extra-curricular activities.	0	1	2	3	4
8. child's opportunities for education after high school.	0	1	2	3	4
9. child's teachers and what they do for him.	0	1	2	3	4

General Questions

10. Please describe techniques that you have used to increase and sustain parent participation.

11. What improvements would you propose for the evening counseling component in your school?

127C

5/68

12. Please comment on the appropriateness of this form for evaluation.

____

____

____

13. Additional comments:

____

____

____

____

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Secondary Nonpublic Components

MIDYEAR ADMINISTRATIVE EVALUATION

Your cooperation is asked in constructively critiquing the ESEA components in your school. Comments on each of the activities named below should be made by the administrator who is administratively responsible to the principal for the activity. The respondent should keep in mind the major objectives of the activity he is evaluating.

READING IMPROVEMENT____________________

BASIC READING____________________

CORRECTIVE READING____________________

STANDARD ORAL ENGLISH____________________

DEVELOPMENTAL READING____________________

SOCIAL STUDIES____________________

SCIENCE____________________

MATHEMATICS____________________

GUIDANCE AND COUNSELING SERVICE

Comments regarding Research and Development evaluation techniques and instruments will be appreciated:

Return to: OFFICE OF RESEARCH AND DEVELOPMENT
at EMERSON MANOR ROOM 7-140
8810 Emerson Avenue
Los Angeles, California 90045

By: December 20, 1967

Approved: Very Reverend Donald W. Montrose
Superintendent, High Schools and Colleges

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Nonpublic School Component

MIDYEAR EVALUATION BY TEACHERS

School Code__________________(R&D use only)   Date___________________

Please check the activity in which you are teaching. If you are assigned to more tha one activity, please use a separate form for each. Check only one activity.

____ Reading Improvement
____ Basic Reading
____ Corrective Reading
____ Standard Oral English
____ Developmental Reading
____ Social Studies
____ Science
____ Mathematics

Teaching Experience (check only one)

____ Under one year
____ 1-3 years
____ 4-6 years
____ 7-10 years
____ Over 10 years

Please rate the following items by circling the appropriate number. If you feel that the item does not apply to your activity, circle the zero.

How effective was your activity in improving:	Does not apply	Not Effective			Very Effective
1. Pupils' classroom performance in reading?	0	1	2	3	4
2. Pupils' classroom performance in your subject?	0	1	2	3	4
3. Pupils' study skills?	0	1	2	3	4
4. Pupils' attitudes toward school and education?	0	1	2	3	4
5. Have you referred pupils to the ESEA Guidance and Counseling Services? Yes 1 No 2					
6. If your last answer was "yes," how effective was this service?	0	1	2	3	4

Comments (use reverse side if more space is needed) ______________________

____

____

By December 20, 1967, return to:

Office of Research and Development
at Emerson Manor   Room 7-140
8810 Emerson Avenue
Los Angeles, California   90045

Approved: Very Reverend Donald W. Montrose
Superintendent, High Schools and Colleges

140B   12/6

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Nonpublic School Component

PARENT QUESTIONNAIRE

(1-9) ________________ Date ______________
(R&D use only)

Dear Parent:

This past semester, Los Angeles City Schools and the Archdiocesan Department of Education have been working together on experimental classes in your school. We are pleased that your child has an opportunity to participate in one of these classes Please help us by answering the questions below.

		1	2.
(10)	Have you noticed any improvement in your child's study habits this year?	Yes________	No________
(11)	Do you think your child has learned more this year?	Yes________	No________
(12)	Has your child's attitude changed toward school this year?	Yes________	No________
(13)	If your last answer was "yes", was this change for the better?	Yes________	No________
(14)	Do you favor the continuation of this class?	Yes________	No________

(15) Comments ____
____
____
____
____

Please return this form to your child's teacher as soon as possible. Thank you.

Approved: Very Reverend Donald W. Montrose
Superintendent,
High Schools and Colleges

12-67

140C

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Nonpublic School Activity

PUPIL QUESTIONNAIRE

(1-9) School Code ________________ (R&D use only)

Date ________________

Grade Level ________

This past year Los Angeles City Schools and the Archdiocesan Department of Education have been working together on specially-funded classes in your school. We are pleased that you had an opportunity to participate in one of these classes. Please help us evaluate the program by answering the questions below.

	1.	2.
(10) Do you feel that you have improved your study habits this year?	Yes_____	No_____
(11) Do you think you have learned more this year?	Yes_____	No_____
(12) Do you think your attitude toward school has changed this year?	Yes_____	No_____
(13) If your last answer was YES, was this change for the better?	Yes_____	No_____
(14) Would you like to have more classes like this one?	Yes_____	No_____

Comments (use reverse side if more space is needed): ______________________________

Approved: Very Rev. Msgr. Donald W. Montrose
Superintendent, High Schools and Colleges

140D

4/68

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Nonpublic Component: Basic Reading

TEACHER INSERVICE EVALUATION

School Code_________________(R&D use only) Date____________

NOTE TO PARTICIPANTS: Your frank evaluation will help identify strengths and weaknesses in the inservice just concluded, and will help in planning future inservice education.

Teaching Experience (check only one)

______Under one year
______1-3 years
______4-6 years
______7-10 years
______Over 10 years

Please rate the following items by circling the appropriate number. If you feel that the item does not apply, circle the zero.

How much has the basic reading inservice improved your knowledge of teaching technique and subject content regarding:	Does Not Apply	Not Effective			Very Effective
1. development of materials?	0	1	2	3	4
2. understanding the pupil as a person?	0	1	2	3	4
3. communication among staff at local school level?	0	1	2	3	4
4. assistance in understanding the educationally disadvantaged pupil?	0	1	2	3	4
How much has the inservice education:					
5. improved your knowledge of psychological factors in working with educationally disadvantaged pupils?	0	1	2	3	4
6. increased your knowledge of teaching techniques to be used with educationally disadvantaged pupils?	0	1	2	3	4

7. What ideas gained from this inservice have you implemented in your school?

____

____

____

8. What are the most significant new insights you have gained as a result of this inservice, and what contributed the most to these insights?

____

____

____

(continued on reverse)

9. In future inservice meetings of this type, what do you think should be emphasized more?

10. In future inservice meetings of this type, what do you think should be emphasized less?

11. Please comment on how well this evaluation instrument reflects the content of the inservice sessions.

12. Other comments (e.g. organization, leadership, materials, etc).

Return completed form in enclosed preaddressed envelope by June 7, 1968.

Approved: Very Reverend Msgr. Donald W. Montrose
Superintendent, High Schools and Colleges

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Nonpublic Component: Social Studies

TEACHER RATINGS OF COMMERCIAL MATERIALS

School Code________________(R&D use only) Date___________

From this list of seven products which you used this year, please choose the three most beneficial in helping your students learn. Mark a 1 on the line in front of the most helpful item. Mark a 2 for the next most helpful item, and a 3 for the third.

Rank	
_____	Filmstrips
_____	Global-skills kit
_____	Hammond Atlas
_____	Maps
_____	Overhead transparencies
_____	Projector and films (16mm)
_____	Scholastic-multi-text

Please explain why you chose the above products as #1, #2, and #3.

Reason for choosing #1

Reason for choosing #2

Reason for choosing#3

Return completed form in enclosed preaddressed envelope by June 7, 1968.

Approved: Very Reverend Msgr. Donald W. Montrose
Superintendent, High Schools and Colleges

5-68

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Nonpublic Component: Social Studies

PUPIL RATINGS OF COMMERCIAL MATERIALS

School Code_________________(R&D use only)   Date___________

Below is a list of seven products which you used in class this year. Please choose the three which helped you learn the most. Mark a 1 on the line in front of the most helpful item. Mark a 2 for the next most helpful item, and a 3 for the third.

Rank	
_____	Filmstrips
_____	Global-skills kit
_____	Hammond Atlas
_____	Maps
_____	Overhead transparencies
_____	Projector and films (16mm)
_____	Scholastic-multi-text

Please explain why you chose the above products as #1, #2, and #3.

Reason for choosing #1
____
____
____

Reason for choosing #2
____
____
____

Reason for choosing #3
____
____
____

Approved: Very Reverend Msgr. Donald W. Montrose
Superintendent, High Schools and Colleges

145B

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Nonpublic Component: Science _____7th and 8th, _____Human Biology, _____Life Scienc

INSERVICE EVALUATION

School Code___________________(R&D use only)   Date_________________

NOTE TO PARTICIPANTS: Your frank evaluation will help identify strengths and weaknesses in the inservice just concluded, and will help in planning future inservice education.

Teaching Experience (Check only one)

_______Under one year
_______1-3 years
_______4-6 years
_______7-10 years
_______Over 10 years

SUBJECT CONTENT AND TECHNIQUES

Please rate the following items by circling the appropriate number. If you feel that the item does not apply, circle the zero.

How much has the inservice improved your knowledge of teaching technique and subject content regarding:	Does Not Apply	Not Effective		Very Effective	
1. Teaching inquiry approach to learning?	0	1	2	3	4
2. Development of laboratory-oriented science discovery?	0	1	2	3	4
3. Use of overhead projector?	0	1	2	3	4
4. Use of audiovisual materials?	0	1	2	3	4
5. Development of self-confidence by way of group discussion?	0	1	2	3	4
6. Oral participation of pupils?	0	1	2	3	4
7. Pupils' use of reference materials in and out of class?	0	1	2	3	4
8. Construction and uses of transparencies and other audiovisual materials?	0	1	2	3	4
9. The development of curriculum materials to meet individual needs of the students?	0	1	2	3	4

EDUCATIONALLY DISADVANTAGED

10. How much has the inservice improved your knowledge of psychological factors in working with educationally disadvantaged pupils?	0	1	2	3	4
11. How much did the inservice increase your knowledge of teaching techniques to be used with educationally disadvantaged pupils?	0	1	2	3	4

(continued on reverse)

PARTICIPANT OPINIONS:

12. What are the most significant new insights you have gained as a result of this inservice, and what contributed the most to these insights?

13. In future inservice sessions of this type, what do you think should be emphasized more?

14. In future inservice sessions of this type, what do you think should be emphasized less?

15. What ideas gained from this inservice have you implemented in your classroom?

16. Please comment on how well this evaluation instrument reflects the content of the inservice sessions.

17. Other comments.

Return completed form in enclosed preaddressed envelope by May 27, 1968.

Approved: Very Reverend Msgr. Donald W. Montrose
Superintendent, High Schools and Colleges

4-68

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Nonpublic Component: _____Human Biology, _____Life Science

TEACHER RATINGS OF COMMERCIAL MATERIALS

School Code________________(R&D use only) Date___________

From this list of seven products which you used this year, please choose the three most beneficial in helping your students learn. Mark a 1 on the line in front of the most helpful item. Mark a 2 for the next most helpful item, and a 3 for the third.

Rank

_____ Lab materials (chemicals, blood samples, etc.)

_____ Loop projector and film loops (8mm)

_____ Microscopes - monocular and binocular

_____ Overhead projector.

_____ Projector, screen and film (16mm)

_____ Student workbook manuals

_____ Torso and small skeletons

Please explain why you chose the above products as #1, #2, and #3.

Reason for choosing #1

____

____

____

Reason for choosing #2

____

____

____

Reason for choosing#3

____

____

____

Return completed form in enclosed preaddressed envelope by June 7, 1968.

Approved: Very Reverend Msgr. Donald W. Montrose
Superintendent, High Schools and Colleges

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Nonpublic Component: ______Human Biology, ______Life Science

PUPIL RATINGS OF COMMERCIAL MATERIALS

School Code__________________(R&D use only) Date______________

Below is a list of seven products which you used in class this year. Please choose the three which helped you learn the most. Mark a 1 on the line in front of the most helpful item. Mark a 2 for the next most helpful item, and a 3 for the third.

Rank	
____	Lab materials (chemicals, blood samples, etc.)
____	Loop projector and film loops (8mm)
____	Microscopes - monocular and binocular
____	Overhead projector
____	Projector, screen and film (16mm)
____	Student workbook manuals
____	Torso and small skeletons

Please explain why you chose the above projects as #1, #2, and #3.

Reason for choosing #1
____
____
____

Reason for choosing #2
____
____
____

Reason for choosing #3
____
____
____

Approved: Very Reverend Msgr. Donald W. Montrose
Superintendent, High Schools and Colleges

146C

5/68

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Nonpublic Component: Mathematics

TEACHER RATINGS OF COMMERCIAL MATERIALS

School Code__________________(R&D use only) Date_____________

From this list of seven products which you used this year, please choose the three most beneficial in helping your students learn. Mark a 1 on the line in front of the most helpful item. Mark a 2 for the next most helpful item, and a 3 for the third.

Rank

_____ Extended Quadrilaterals

_____ Extended Triangles

_____ Instruments (compasses, rulers and protractors)

_____ Originals for transparencies

_____ Overhead projector

_____ Scientific model - Geometric solids

_____ Textbook

Please explain why you chose the above products as #1, #2, and #3.

Reason for choosing #1

____

____

____

Reason for choosing #2

____

____

____

Reason for choosing#3

____

____

____

Return completed form in enclosed preaddressed envelope by June 7, 1968.

Approved: Very Reverend Msgr. Donald W. Montrose
Superintendent, High Schools and Colleges

5-68

147A

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Nonpublic Component: Mathematics

PUPIL RATINGS OF COMMERCIAL MATERIALS

School Code________________(R&D use only) Date____________

Below is a list of seven products which you used in class this year. Please choose the three which helped you learn the most. Mark a 1 on the line in front of the most helpful item. Mark a 2 for the next most helpful item, and a 3 for the third.

Rank	
_____	Extended Quadrilaterals
_____	Extended Triangles
_____	Instruments (compasses, rulers and protractors)
_____	Originals for transparencies
_____	Overhead projector
_____	Scientific model - Geometric solids
_____	Textbook

Please explain why you chose the above products as #1, #2, and #3.

Reason for choosing #1 ____

____

____

Reason for choosing #2 ____

____

____

Reason for choosing #3 ____

____

____

Approved: Very Reverend Msgr. Donald W. Montrose
Superintendent, High Schools and Colleges

147B

5/68

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Nonpublic Subcomponent: Guidance and Counseling Services

INSERVICE EVALUATION

School Code__________________(R&D use only)   Date_______________

NOTE TO PARTICIPANTS: Your frank evaluation will help identify strengths and weaknesses in the inservice just concluded, and will help in planning future inservice education.

Please circle your position:

1. Principal 2. Vice Principal 3. Coordinator 4. Guidance Director 5. Teacher

Teaching Experience (Check only one)

_____ Under one year
_____ 1-3 years
_____ 4-6 years
_____ 7-10 years
_____ Over 10 years

Please rate the following items by circling the appropriate number. If you feel that the item does not apply, circle the zero.

How do you rate the value of the inservice you attended in terms of:	Does Not Apply	Not Effective		Very Effective	
1. Understanding effective use of guidance materials	0	1	2	3	4
2. Understanding the guidance approach in teaching pupils	0	1	2	3	4
3. Understanding the pupil as a person	0	1	2	3	4
4. Developing counseling techniques	0	1	2	3	4
5. Developing guidance techniques relative to career planning	0	1	2	3	4
6. Understanding the educationally disadvantaged pupil	0	1	2	3	4
7. Improving communication with the educationally disadvantaged pupil	0	1	2	3	4
8. Communicating with staff at local school	0	1	2	3	4
9. Understanding effective assessment of individual strengths and weaknesses	0	1	2	3	4
10. Improving your knowledge of psychological factors in working with educationally disadvantaged pupils	0	1	2	3	4
11. Increasing your knowledge of teaching techniques to be used with educationally disadvantaged pupils	0	1	2	3	4

(continued on reverse)

PARTICIPANTS' OPINIONS:

1. What are the most significant new insights you have gained as a result of this inservice, and what contributed the most to those insights?

2. What ideas gained from this inservice do you think could be implemented in your school?

3. In future inservice sessions of this type, what do you think should be emphasized more?

4. In future inservice sessions of this type, what do you think should be emphasized less?

5. Indicate areas in which you have already been able to implement inservice offerings.

6. Please comment on how well this evaluation instrument reflects the content of the inservice sessions.

7. Other comments.

Approved: Very Reverend Msgr. Donald W. Montrose
Superintendent, High Schools and Colleges

148A 4/68

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Nonpublic Component: Guidance and Counseling Services

PUPIL REFERRAL INFORMATION

School Code____________________(R&D use only) Date____________________

The Consulting Counselor should obtain the information for this report from the referral records of the appropriate administrator.

Pupil's Last Name First Name	Number of referrals to vice principal (based on disciplinary reasons).	Number of formal suspensions	Number of parent conferences without formal suspension (based on disciplinary reasons).